





## 'To argue that a rate of return, correctly calculated, is relevant and interesting is one thing. To say that it is to be the only criterion is commercial technocracy gone mad'

When many years ago the economics of education emerged as a serious discipline in the United Kingdom, based on the work of John Vaizey, doubt if it occurred to many of us that it might eventually lead to the sort of article that Professor A. J. Merrett has written (July 25).

Having been myself a strong advocate of the importance of the economic approach to educational matters, I am tempted to say that I have learned my lesson and that the work of all of us can do is to leave the field and concentrate on other more narrowly economic issues. The irony, of course, is that there is a great deal wrong with education in this country, but when confronted with an article as unsympathetic as Professor Merrett's, one feels morally bound to defend the existing system. In that sense, such writing is profoundly damaging to the cause of reform.

What can one make, for example, of the proposition that the lower income groups are "those earning less than £75 a week"? With average male earnings today rising £50 a week, it might be reasonable to classify those earning £40 or less as being lower income groups. It is merely idiosyncratic to define lower to include many earners well above the average.

Also since most economists agree that the tax system as a whole in this country is neither progressive nor regressive (ie, issues of proportionate income), how can the lower income groups "pay some three-quarters of the colossal tax burden"? In fact, it is likely that those on average and below average incomes pay less than half the total taxes.

Given that, I suppose one must be thankful that Professor Merrett treats educational expenditure in 1974/5 as amounting to £3.6 billion. This is to concentrate on expenditure on goods and services, leaving out transfer payments and the like. On the broader basis which is relevant to public expenditure control and to tax policy (which to a large extent is what Merrett is talking about) the correct figure is £4.3 billion to £4.5 billion, depending on what you decide to include in "education".

### Money down the drain

A. J. Merrett's broadside against educational overspending is countered by Maurice Peston. Below our regular columnist Tom Howarth gives a personal view

Another statement, the factual basis for which is hard to discern, is that the total cost of a university education in 1972 including everything from capital and operating costs to earnings foregone, was £15,000 a head, and that this investment yielded on average less than 7 per cent in real terms. Now accepting all the items Professor Merrett wants to include (which normally one would not, since this involves adding unlike things together to produce a meaningless figure), I cannot make "cost" in his sense reach a figure above £12,000. Even to get that, one has to bias all the figures in his direction and ignore the possibility that some students might, for some of the time, have been unemployed and so have had no earnings to forego. Moreover, serious research, such as Zideman's, suggests that the real rate of return at the relevant time was between 10 and 12 per cent.

But, perhaps, nothing of this matters, because by reading the literature and undertaking careful research, Professor Merrett can readily rectify all these errors. What is really important is his philosophy. Why should education at the most micro-economic level yield the return that he postulates? Are there no social benefits to be had from education? Are all private consumption benefits zero? Since public education in particular but also originally a great deal of charitable education was justified to help deal with poverty and the unfair

distribution of income, have we progressed so rapidly toward the millennium that all this can now be given up?

In this connexion I would be interested to hear whether it can be shown that the London Business School yields a real return of 20 per cent on its public expenditure. I would be hard put to justify the economics department of Queen Mary's College on this basis. And even if I could, so what? No classics department could meet that criterion, but why should it?

Possibly Professor Merrett is right to imply that a business school generates no cultural, intellectual and distributional benefits, but is that really true of the rest of the university? With respect, the whole point of public finance of many activities is precisely that they cannot yield commercial return in the narrow sense that he conceives it.

To argue that a rate of return, correctly calculated, is relevant and interesting is one thing. To say that it is to be the only criterion is commercial technocracy gone mad. To take the most extreme case, how could one justify expenditure on the physically and mentally handicapped? What little research has been undertaken indicates that the return on education of the severely subnormal is less than for any other group. It is hard to believe that it follows that public expenditure on these people should be diminished.

I agree, of course, that the educational system is not as equitable as it ought to be. That is precisely what current policy is all about. But if a rate of return criterion were the only one to be applied, the system would become more inequitable.

And, more finally, to inefficiency in the schools and the difficulties of industry. It is quite likely that our schools could be more efficient and there are clearly a few marginal schools which are quite inefficient. Professor Merrett might like to know that many devoted people spend their lives in adverse circumstances trying to solve the difficulties that arise in the education of the physically and mentally handicapped. I have felt that they were unduly sensitive, and they should take constructive criticism to heart. Reading Professor Merrett's essay I begin to understand how they feel and wonder what purpose is met by such abuse and why one should stand for it.



Maurice Peston.

willfully inefficient. I know plenty who are exhausted at the end of the week and would welcome any simple solutions.

Similar remarks could be made about every institution in our society. But why pick on the schools? My experience of industry is that it does not compare with our schools when the criteria of efficiency relevant to each group are applied. Moreover, it is hard to account for the difficulties of British industry simply in terms of educational failure.

I do not know why our firms are so bad, but denigrating our schools does not make them any better. Possibly what we really need to do is to improve our business schools. After all, it is not so long ago that we were assured that they were the key to our future economic success. Certainly I am worried (and, perhaps, that is Professor Merrett's message) that many of our brightest and most capable young people view entry into industry with distaste. But then industry must seek to solve this problem rather than throw an additional burden on the educational institutions, especially if they are to have their finance cut savagely as well. It is naive to say the least, and is not borne out by the American or French experience, to argue that an emphasis on commercial criteria in the schools and universities leads to national economic success.

I have occasionally heard teachers' leaders take umbrage at the outside pundits, such as myself, who are full of good ideas and know how to put everything right in education. I have felt that they were unduly sensitive, and they should take constructive criticism to heart. Reading Professor Merrett's essay I begin to understand how they feel and wonder what purpose is met by such abuse and why one should stand for it.

## Axe may bite even deeper than feared

Philip Venning

Under cuts in the education service seem likely to follow the announcement by Mr Anthony Crosland, Secretary of State for Education, that there would be a 10 per cent cut in local authority expenditure next year.

How this will be divided up between local services has still to be decided. But even before his announcement, local authority officials were saying that educational cuts would be a growth rate of between 1 and 4 per cent just to meet existing commitments.

Last month Mr Fred Mulley, Secretary of State for Education, told the Council of Local Education Authorities conference that educational spending would rise by 2 per cent, while public spending would rise by 1 per cent.

Education officials said they were aware that the two per cent would be based on last year's rate, rather than on the actual level of spending which he exceeded it by about two per cent.

It is not clear if education will get the same planned share of next year's spending. But Mr Crosland's statement confirms that in general the local authorities' worst fears will be realised.

He reminded the House of Commons that local authority spending was already above what had been allowed for. The next settlement would reflect this extra increase, but a neat transfer would be no money for yet another rise. Local authorities have, in effect, had their income cut a year early.

## £3m cuts may spark off legal battle in London borough

Bromley Borough Council decided by a casting vote this week to cut £3m from its current education programme by £300,000 and to top a further £250,000 off current education spending.

Mr Keith Pawsey, Conservative chairman of the education committee, says he will take action against his own authority under Section 68 of the Education Act which covers unreasonable actions by local education authorities.

Mr Len Hoavey, teacher representative on the education committee and a member of the Bromley NUT, said, "Find it hard to accept the council's decision."

"There will be fewer teachers, larger classes and less money for stationery, books and equipment which are essential to the education service. Yet the sacred cow of places at direct grant schools and independent schools remains unscathed."

Mr Pawsey said it cost only £4,500 more to send children to direct grant and independent schools than to find extra places for them in maintained schools. Those who favoured the building cuts had argued that the cost of loan charges would force the authority to spend less on teachers and books and equipment. This was a short-sighted attitude.

## White Paper rallies PE staffs

by Gavin Scott

Howell, the Minister for Sport, hopes to produce a plan by the end of the year for colleges where selected young athletes, possibly with bursaries from commercial sponsors, could develop their sporting talents and receive "general education".

Mr Howell said at a press conference to introduce the White Paper that he did not want something other than the American model, where athletes at universities spend all their time on sport and when past their peak, had nothing to fall back on.

"Discussions have gone on at places with any and all sports facilities. Local education should work hard to get the best use from expensive sports facilities. New educational buildings should be planned for joint school and community use, and existing buildings should be open to the public whenever possible."

Development on these lines will be set up at universities and colleges in the region. In the East Midlands, for example, 21 sports working group of Mr Dennis

of 38 sports centres built since 1972 have been designed for joint use; the proportion in London and the South East is much smaller, and in the South West there has been little joint building.

Mr Ralph Logan, East Midlands regional sports officer, said this week that the dual use has been hampered by administrative problems, the detriment of the casual user, "What is lacking is some sort of management structure, possibly a tutor organizer in the school."

Mr Boyce Garfield, regional sports officer for Greater London and the South East, said the need was for full and part-time staff capable of running the building for 90 hours a week.

"School caretakers are often the obstacle in arranging to use schools. I believe that if councils provided the extra money needed to administer school buildings properly, the outlay would be well repaid by the savings in extra fees and the whole thing would become self-financing to everyone's benefit."

Development on these lines will be set up at universities and colleges in the region. In the East Midlands, for example, 21 sports working group of Mr Dennis

## Commons to probe DES

A House of Commons committee is to look into educational planning and the secrecy which so often surrounds it. Their inquiry, which starts in October, will be specifically directed at top level planners within the Department of Education and Science.

Sir William Pile, Permanent Under-Secretary at the DES, it is understood, will be among the first from whom the committee—the education and arts sub-committee of the House of Commons Expenditure Committee—will take evidence.

This is unusual. Parliamentary committees normally see more junior people first.

The decision to set up the inquiry was triggered off, it is believed, by the investigation into educational planning in Britain carried out by the Organization for Economic Cooperation and Development. The OECD report, published earlier this year, criticized the DES for paying too little attention to long term educational objectives and for being too secretive.

## Schools under spotlight in safety drive

Schools and colleges in the north-west are to be surveyed by factory inspectors to see if they are safe to work in.

The Health and Safety Executive, set up by the Government to promote safe working conditions, said this week that two factory inspectors would be going round schools in Lancashire, Cheshire and Merseyside next month.

They will look for dangerous areas in buildings, such as staircases, gymnasia and laboratories, and see what information education authorities put out to protect teachers and pupils.

The 1.5m people working in education came under the scope of the Health and Safety Act three months ago. They are the largest single group of workers covered by the legislation, which requires local authorities to supply employees with a written statement of their safety policy.

For schools, the statement covers gym equipment, laboratories, fire precautions and maintenance rules for the buildings. Pupils, teachers and non-teaching staff all have to be included in the statement.

Nearly every local authority is in breach of the Act for not supplying the statements. This means they could be charged with a criminal offence, which carries a penalty of two years' imprisonment and an unlimited fine.

Although no prosecutions are likely, the Health and Safety Executive want to find out what conditions are like in schools and draw up any necessary regulations or codes of practice for health and safety at work.

The survey will provide information on methods to be used in similar projects. Universities will not be looked at by the inspectors. The executive are having talks with the Committee of Vice-Chancellors instead.

## Gifted underestimated, -Burt's final word

The number of highly gifted children—those with IQs over 140—is nearly four times greater than current estimates suggest. Yet the education system, which has paid increasing attention to grammar school types of moderately high ability, gives little or no consideration to the exceptionally gifted.

This is the main conclusion of Sir Cyril Burt's posthumous textbook, *The Gifted Child*, published this week. Sir Cyril, whose pioneering work on intelligence made him one of the architects of the 11-plus, points out that selection was originally designed to pick up the top 3 or 4 per cent of exceptional children, not the top 25 per cent, where the borderline between the clever and the average is difficult.

He quotes a study that interviewed pupils with IQs over 140 in comprehensive schools. Three complaints recurred. There was no provision for studying topics the pupils wanted and would have been good at (boys demanded advanced science and mathematics, girls aesthetic subjects, like poetry and ballet). Teaching methods played down to the dunces and the pupils found they had a quicker understanding and better knowledge of subjects than their teachers. Sir Cyril does not conclude that rigorous, accelerated academic pro-

grammes are the answer. "We do not want the brighter pupils to be just rushing on to topics that they will be able to cope with much more effectively when they have had a longer experience of worldly life."

Few show signs of highly specialized abilities until they approach adolescence. At earlier stages, with good opportunities for self instruction, they can do well in ordinary classes.

Teachers offering choices to gifted pupils "are apt to adopt an attitude that is far too academic. The approach they favour is commonly one that would in the past have been called 'a written examination.' What they need are studies that will give them a broader understanding of ordinary life and more creative and craft activities."

Sir Cyril is particularly concerned with the super-gifted from working-class families, those from professional ones find compensation at home for their frustrations at school. He concludes that perhaps the most satisfactory way of providing for the brightest children from poorer homes would be bringing them together in a special kind of residential school.

*The Gifted Child* by Cyril Burt. Hodder and Stoughton £4.85. Paperback £2.60.

## OU needs 100 more on full-time payroll

The Open University needs at least 100 extra staff if it is to provide a full programme of 87 courses by 1984, says a report published this week.

An independent working group set up by the university and the Department of Education and Science last year under the chairmanship of Dr M. R. Gavin, former principal of Chelsea College, say that between 331 and 370 full-time academic staff are required to maintain, revise and remake the courses which rely on radio and television broadcasts as well as correspondence lessons. There are now 230 full-time staff on the Milton Keynes campus.

A university official said this week that courses are revised every year to bring them up to date and take in new material. The recommended expansion would take place gradually over nine years.

## The Great Experiment

Michael Austin, Director of Linguistic Studies, Queen Mary's College, Barking, states.

The Great Experiment is a study of the Soviet Union as a society of experiment and innovation. Its purpose is to illustrate the effects of a social upheaval, such as the revolution of 1917, on the development of a society as well as to explore its international repercussions. The author has provided a great deal of easily tested material for use in sixth forms, colleges of education and polytechnics.

Boards £4.50 0 340 05183 3 Limp £2.25 0 340 18825 0

## The London Medieval and Renaissance Series

General Editor A. V. C. Schmidt, M.A., Fellow and Tutor in English Language and Literature, Balliol College, Oxford.

The first three titles in this series are editions of selections from Chaucer's *Canterbury Tales*. Appendices provide a guide to the reading of Chaucer's verse and important notes on the text. The volumes are all edited by specialists in the relevant fields, and they are intended for use in universities and, where appropriate, sixth forms.

### New Titles

#### The Wife of Bath's Prologue and Tale and the Clerk's Prologue and Tale

by Geoffrey Chaucer Edited by Gloria Cigman, B.A. B.Litt.

Two contrasting tales are brought together in this edition with the eloquent preface in which the Wife of Bath vividly introduces herself.

Boards £3.80 0 340 18802 3 Paperback £1.95 0 340 14770 9

#### The Friar's Summoner's and Pardoner's Tales

by Geoffrey Chaucer Edited by N. R. Havely, M.A., B.Phil.

This edition will introduce readers with no previous knowledge of Chaucer to some of the poet's most significant social, moral and artistic concerns.

Boards £3.85 0 340 18803 1 Paperback £1.85 0 340 12419 9

#### The General Prologue to the Canterbury Tales and the Canon's Yeoman's Prologue and Tale

Edited by A. V. C. Schmidt

Boards £2.50 0 340 18801 8 Paperback £1.50 0 340 09216 7

Teachers are invited to write for inspection copies on approval.

## Hodder & Stoughton

Dept. E 699K, St. Paul's House, Warwick Lane, London, EC4P 4AH.



EDUCATIONAL SUPPLEMENT

New Printing House Square, London WC1X 8EZ. Telephone 01-837 1234.

## At the expense of promise

Almost exactly a year ago we wrote "School leavers and those whose job it is to teach and advise them have a bleak prospect ahead". That prospect is now with us and getting worse. The Institute of Careers Officers are forecasting 100,000 unemployed teenagers in the autumn—the highest total since the thirties (page 5). And soon, doubtless, we will have confirmation that there will not be jobs for many of the 20,000 qualified teachers just out of college.

Twenty years ago, in those far off brave-new-world days of the first glimmerings of automation, this would not have mattered. The idea was that, trained for work and education for leisure, we would all share in doing what needed to be done and spend the rest of the time in a sort of paradise promised by Marx (among others): of hunting, fishing and growing in the fields. But that has not worked out like that. Training and education remain the first of different and often opposing interests, while nobody is either forewarned or forearmed against unemployment.

Moreover, as always, the kids go down the line, and those at the bottom get it worst. Outdated traditional practices and employers anxious to retain skilled labour combine to preserve the principle of "last in, first out", which precludes the deserving at the expense of promise. Those without at least some minimal skill or qualification always found it difficult to get a job. Even in the best schools, teachers are not so far from the bottom of the list. It is likely that more than 20 per cent of school leavers will find it virtually impossible now.

Solutions are hard to come by. The careers officers would like to see as many as possible doing some form of training, so that they can be ready to take advantage of the next, and perhaps the last, boom in the economy. There are also pleas for the creation of socially useful jobs, such as shopping for the elderly, keeping the lonely company of handicapped children, or helping out in the home. As set out in the letter to *The Times*, unemployment benefit would be conditional on doing these sorts of jobs—a sort of public works scheme which all sounds a little like forced labour.

Faced with having to do something about the future unemployed, the United States opted for keeping them on in school. To do that they had to make schools and colleges sufficiently attractive for the candidates for the dole to want to stay there. By radically altering, and diluting, the curriculum, they have to some extent succeeded.

But even in the United States, schools have no control over the economic and social forces responsible for those 100,000 unemployed teenagers. Furthermore, many have a tendency to be only too keen to do the brighter, more motivated and more enjoyable ones.

Further demands that schools should take the unwilling and broaden their role to include vocational training, would scarcely be popular coming so soon upon RSCG. But even when the formal decision has been made, many schools may find themselves faced with the demand for a whole new group of even newer sixth formers turn up at school for lack of anywhere else to go. Concealed unemployment in the sixth form has not so far been extensive. It is likely to become more widespread as the economy falters. Schools are not going to be able to duck the issue altogether.

## 'Education more than most human activities is at the mercy of that myth-creating level ...'

Professor A. J. Merrett tells us that we are at the beginning of the end of what he sharply describes as Britain's childlike infatuation with education as a good in itself. In his view vast sums of money—indeed what he calls unbridled largesse—from the public purse have been more or less poured down the drain.

There will, or at any rate ought to be, some lively discussion about the very radical proposals he puts forward as a means of rectifying matters. Indeed he expects them to be met with "near hysteria" by some members of the educational profession.

Before commenting on the professor's remedies, shall await the mounting tide of hysteria and confine myself to some reflections on how we have arrived at the situation in which it is possible to argue, as Professor Merrett does, that we are not exactly getting tip-top value for the very large section of the £3.6 billion public sector borrowing requirement which relates to education.

Education more than most human activities is at the mercy of that myth-creating level of the human mind which so interested Jung. You can see the potency of educational myth-making strikingly illustrated in the same number of the *TES* which contained Professor Merrett's proclamation of the new age. Mr Turner's article on Bertrand Russell's experimental school is perfectly calculated to make the educational mythologists shudder. The philosopher gambolling freely with the kids like an amiable old goat, there is the overwhelming, the almost inconceivable arrogance of Neil in fact referred to Dora Russell as the only other educator. There is the concealed assumption that just because private money does better, it is a passably good form of government. It must, therefore, follow that infantile democracy is a sensible method of education. The school, like Sumnerhill, pioneered the idea that children should attend less than 10 hours a week. This habit has now caught on. The school, like rate payers (and in South Devon, Merrett says, is inclined to resent), nor did the Russell think it necessarily a good thing for a child



Tom Howarth.

to read and become academic too early". We all know about the consequences of that also. The latest indication comes from a report on the teaching of language, the Craigie College Language Project. Some of it will make Professor Merrett's hair stand on end.

The report states that among teachers of all groups, there is a fundamental uncertainty in presenting language work. Many adopt a negative position; "they simply let it happen, either through packaged material which does not require the teacher's involvement, or merely let the children have a go."

Lack of teaching was most notable in writing. Teachers were inclined merely to let children write, whether formal compositions or personal accounts, without obtruding themselves with guidance or advice. A remarkable demonstration of this is the arch-propagation of educational mythology, Jean-Jacques Rousseau, who lives in vain.

Some might retain a perennial freshness, while others, as I said, can have come as no great surprise to his listeners at the seventh annual meeting of the Communist University of London to hear Professor Simon proclaiming that Britain's current educational system, including what was taught in schools, was determined by the class struggle in the nineteenth century. As he said, also predictable, the Communist Party supported comprehensive education. That may well be so, but I was



## Lazy, hazy, crazy days of summer



With half the summer holiday still to go there is no shortage of entertainment when the sun is blazing. For some it is street culture, for others the simpler pleasures of nature.

Middle and centre right: five hours of clowning at the Mayal Street Children's Festival in Brixton, South London. A soloist wraps himself round a lamp-post and the Free Form theatre group perform the tricks of their trade—juggling, face painting, inflatables, and, finally, the party-piece, Fumble Fellini, in which a circus strong man bullies the clown, and gets his come-uppance.

Top left: getting to know each other in an English country garden—a home-grown manager for two in Sibbald, Norfolk.

Below left: keeping cool in the sluices at Yalding Bridge in Kent. Children take a break from cricket and minnow fishing in the Medway.

Top right: the art of canoeing and the mechanics of the paddleboat. On dry land a novice bridges the gap between theory and practice under the midday sun at Greenwich Park boating lake.

Bottom right: preparing for take-off on the newly opened Dell physchane in Earlham Street, Norwich, a busy road on the outskirts of the city. The scheme was started by a group of parents.



Pip Benveniste took the photograph in Norfolk. Chris Steele Perkins joined in at Brixton and Rado Klose went to Greenwich and Kent. Words by Frances Stadler.



## Crisis plan to keep 100,000 off the dole

By Philip Venning

The Government could pay out £50m to unemployment pay and supplementary benefits to jobsless young people next year, according to Mr. Peter Hunt, secretary of the Institute of Careers Officers.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn. The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

which those who refused to take part would lose their benefit. The IFO oppose this part of their scheme. Mr. Hunt said: "If a person is doing a job of work they should be paid a fair wage."

A 15-year-old employed by Community Industry, a government-backed scheme already creating jobs for 2,000 teenagers, now earned over £10 a week, while an unemployed school leaver received only about £2 in benefits. They want the government to allocate money to bridge the gap.

The Institute are also asking the Government to finance personal employment premiums to be paid to employers who agree to offer continued training to unemployed young people. Meanwhile the industrial training boards should announce the number of places they intend to make available to young people for sponsored skilled training.

In the long term, the Institute recommend a junior training programme, scheme for those who are unemployed or in jobs that offer no training. Young people should be given numeracy, literacy and attitude training if necessary, as well as specific vocational training. It was essential for the careers service to encourage young people to take full advantage of training rather than waste long periods unemployed or in jobs where their potential was not being developed.

If compulsory day release was not introduced because of the present economic difficulties, the Government should consider some means of influencing employers to encourage young people to take existing part-time courses in further education. This might entail financial incentives or penalties.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.



Westerns and cartoons—but news coverage (right) can be the most violent of all.

## Careful eye on TV violence

by Sue Cameron

Television producers must be more vigilant about keeping violence off the screen when children are watching, says a new report by the Independent Broadcasting Authority.

The report, from a working party set up by the authority, says the present code on television violence does not need revision, but it urges all independent television companies to keep a careful eye on the code when planning their programmes.

Producers of news programmes, which were the most violent of all, should think constantly of the effect violent scenes could have on younger viewers. And violent news items should never be given undue prominence.

Particular regard should be paid to the likely composition of the audience at the time of transmission and to the psychological

impact of the portrayal in colour of real life violence and its consequences.

At present, programmes suitable for adults only are not shown before 9 pm, and the working party discussed the possibility of recommending an even later hour. But although they agreed that children go to bed later and watch television longer than in the past, they decided no change was necessary.

Cartoons were the most violent and the most popular programmes shown to children. The working party thought the violence portrayed in cartoons was "too fantastic" to lend itself to imitation but they said cartoons showing humans treating animals violently should be avoided.

Although there was little evidence to show that television violence encouraged real life violence, constant

care should still be exercised. This week, Dr. Ludwig Loeferstein, an educational psychologist who has made a special study of violence, accused the working party of reaching conclusions without looking at enough evidence. He said his research showed that, so-called children became more violent after watching some cartoons and the effect of cartoons could be just as pernicious as scenes showing real violence.

"There is little point in asking people how they feel after watching a violent programme on television. It is possible to test people's reactions to violent television by measuring their blood pressure, their rate of breathing and their skin response. I would like research of this kind to be carried out and the findings considered by the IBA working party."

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

care should still be exercised. This week, Dr. Ludwig Loeferstein, an educational psychologist who has made a special study of violence, accused the working party of reaching conclusions without looking at enough evidence. He said his research showed that, so-called children became more violent after watching some cartoons and the effect of cartoons could be just as pernicious as scenes showing real violence.

"There is little point in asking people how they feel after watching a violent programme on television. It is possible to test people's reactions to violent television by measuring their blood pressure, their rate of breathing and their skin response. I would like research of this kind to be carried out and the findings considered by the IBA working party."

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

## Broad curriculum is best

Individual differences in comprehensive schools are not necessarily best met by offering 400 different courses, Mr. Maurice Holt, head of Sherdes School, Huddersdon, Hertsfordshire, told a conference on time-tabling in Cambridge this week. The conference was organised by the Advisory Centre for Education.

Mr. Holt said time-tabling should reflect a truly comprehensive policy. Individual needs would be better met by enabling pupils to make proper choices about their learning. This could be done if they experienced different forms of knowledge through a broad common curriculum. "An educated person is one who can make choices for himself."

"Time-tabling has got to be more amenable, more solvable", Mr. Holt said. This could be done by thinking not of lots of tiny pieces but in terms of big blocks of time. "Wheeling in the computer was a mistake because it set up a false dichotomy between scheduling and the curriculum. Basic thinking behind the curriculum should be in the forefront."

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

care should still be exercised. This week, Dr. Ludwig Loeferstein, an educational psychologist who has made a special study of violence, accused the working party of reaching conclusions without looking at enough evidence. He said his research showed that, so-called children became more violent after watching some cartoons and the effect of cartoons could be just as pernicious as scenes showing real violence.

"There is little point in asking people how they feel after watching a violent programme on television. It is possible to test people's reactions to violent television by measuring their blood pressure, their rate of breathing and their skin response. I would like research of this kind to be carried out and the findings considered by the IBA working party."

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

The Institute want the Government to use this money more creatively by setting up a job creation programme, in view of the fact that 100,000 teenagers will be without jobs this autumn.

## SPECIAL ANNOUNCEMENTS

### SUMMER VACATION

AUGUST AND SEPTEMBER

Overnight accommodation and meals at LSE Halls of Residence WCI and EC1 areas.

Individuals/School parties welcome.

Enquiries: Miss Barbara Powrie,

London School of Economics,

Houghton Street, London, WC2A 2AE.

Tel: 01-405 7686.

John C. 15.7.78



## Still rocking after 60 million years

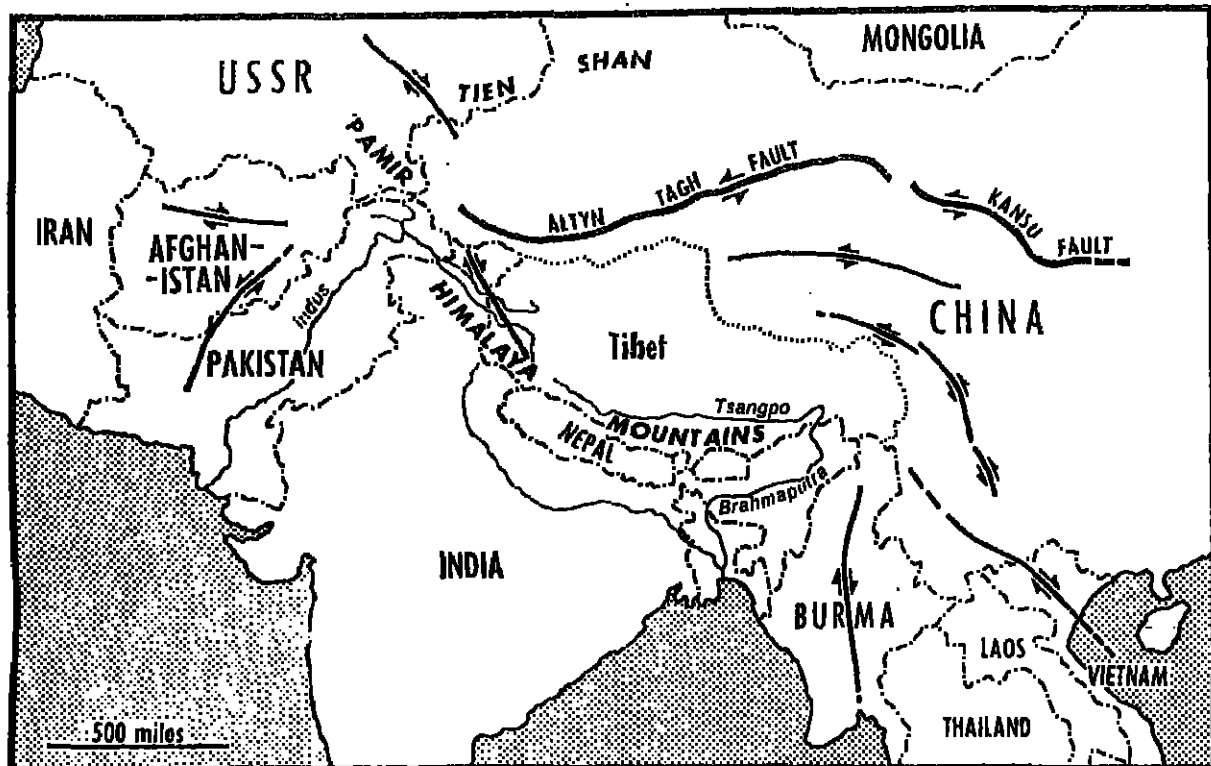
The British expedition now on the way to climb Everest again will have too much on its mind to make geological observations as well, although there seems to have been some surprise that the estimated height of the mountain has increased by a few feet since the 1930s. Why should that be? The sheer difficulty of making accurate measurements of the height of such a mountain is a sufficient explanation, but Everest, like the Himalayas as a whole, is still being affected by the collision between India and Asia which began roughly 60 million years ago. The most detailed account so far of the events since that continent collision has now been published in *Science* for August 8 by Dr Peter Molnar and Dr Paul Tapponnier of the Massachusetts Institute of Technology. (The Frenchman Tapponnier is normally at the University of Montpellier.)

There is little doubt that the collision between India and Asia must have been one of the most striking of all the movements that have shaped the surface of the earth. The Himalayas are one of the most conspicuous consequences of the collision, and now it is thought that the ancient boundary between India and the rest of Asia is formed by the line of the valley of the Indus lying north-east of the principal range of the Himalayas.

Projected to the east, this line almost exactly coincides with the valley of the Tsangpo, the Tibetan headwaters of the Brahmaputra, which eventually joins the Ganges, so that the line looks like part of the boundary between the continents. All this is not just inference from the shapes of the river valleys but is confirmed by the character of the rocks running along both valleys.

It is also clear that some of the old Indian subcontinent has been buried beneath Asia. Indeed, the boundary between the continents really marks the line along which the northern edge of India has been pushed—or subducted, to use the technical term—beneath Asia. And in this sense the Himalayas themselves are slivers scraped off the surface of India by the edge of Asia. All this has been fairly clear for the past few years—and it is worth remembering that in the 1930s, Sir Arthur Holmes was inclined to think that the great height of the Tibetan plain could be accounted for by the presence beneath that part of Asia of a double thickness of continental crust.

Now it is possible to be more precise, partly because in the past



Some of the geological features thought to be consequences of the collision between India and Asia. The heavy lines are faults; the arrows show the relative directions of movement of the earth's crust

few years it has been possible to reconstruct with reasonable precision the recent history of the relative motion of the two continents. India was originally attached to Antarctica, and its northward movement across what we now call the Indian Ocean seems to have been one of the most rapid of all processes of continental drift.

More than 60 million years ago, the north-east tip of India was moving towards the part of Asia which it now joins at a rate of more than 18 centimetres a year—that is nearly 7½ inches a year. At the same time, the north-west tip of India was moving at 10 centimetres a year, which is another way of saying that the subcontinent was twisting anti-clockwise as it moved. The rate of twisting seems to have decreased abruptly 60 million years ago, probably implying the first contact between the continental shelves of India and the northern continent.

For the past 40 million years, the rate of northward movement has been less than a half of what it used to be, but during that time the average rate of northward movement has been more than five centimetres a year, and probably it is still continuing. So, one way or another, it is necessary to account for the disappearance of at least 1,500 kilometres of continental crust, and possibly as much as 2,000 kilometres.

Where has it all gone? What Molnar and Tapponnier estimate is that at least 300 kilometres, and perhaps 700 kilometres, of India are buried beneath Tibet. That is part of an explanation. The novelty of the new account of the collision between India and Asia, however, is that it takes the bull by the horns and argues that the whole of a strip of Asia 3,000 kilometres wide and lying to the north of the boundary has been transformed by the events of the past 40 million years. Thus the Pamir knot in southern Russia and the Altai range in Mongolia have been thrown up in the continental collision, while it is estimated that some 300 kilometres of the missing continental surface is accounted for by thickening of the

earth's crust in the Tien Shan region of north-west China—the earth's crust there is something like 20 kilometres thicker than would have been expected.

These processes are not, however, sufficient to account for all of the missing continental surface, and the most remarkable aspect of the new interpretation of the consequences of the collision is that most of the missing continental surface is accounted for by east-west motion in the bulk of Asia. To put it crudely, the continent has been squashed in a horizontal direction, and this has happened along the lines of the great fault systems which have been recognized as important features of central Asia for several years, but whose interest has been vividly underlined by the splendid photographs now being produced by earth satellites.

## Science diary

by John Maddox

The Lake Baikal rift system in the Irkutsk region of the Soviet Union is one of these, but the most dramatic of all the fault systems is the Altn Tagh fault, which runs along the northern boundary of Tibet from just east of the Pamirs until it merges into the Kailash system running through the Kailash region of central China. The calculation now is that in the past 40 million years, south-east China has been displaced to the east along this fault system by at least 500 kilometres, and perhaps by twice as much. In other words, the Altn Tagh fault is a much more striking geological phe-

nomenon than even the San Andreas fault in California.

If this account of the consequences of the collision of India and Asia is correct, and there is no reason to think otherwise, a number of intriguing questions will need to be answered. Perhaps the chief of these is why the collision between India and Asia did not, after a time, bring the relative motion of the two continents to a halt. India is being driven towards the north by a submarine ridge in the southern Indian Ocean, which is a long way away. It is a puzzle to know why the motion has carried on, even at a reduced speed, producing dramatic changes in the geological pattern of Asia but hardly affecting India and the ocean floor lying to the south.

The value of the photographs taken by American satellites in the understanding of the geology of Asia raises a number of diplomatic problems. It is, of course, well known that the United States has been using reconnaissance satellites for several years, but there the objective is to produce high-resolution photographs of military installations—missile sites and the like. And most of what the reconnaissance satellites do is kept such a closely guarded secret that Russian susceptibilities are not offended.

The photographs which yield geological information are however produced by a satellite originally known as ERTS, launched in 1972, and now renamed Landsat-1. (A second version has just been launched.) Photographs are compiled from surveys of a patch of the earth's surface 100 miles square in several parts of the spectrum, ultraviolet and infrared as well as visible.

By all accounts, the United States has taken the responsibility for taking photographs of scientifically interesting parts of the Soviet Union and China in spite of an agreement with the Soviet Union that it would leave Russia out of its surveys. Russian scientists have been glad to have access to the results of these surveys, but by all accounts the officials responsible are 'biting their nails in anxiety that the Russian government may take umbrage.

## In brief

### ILEA inquiry

The Inner London Education Authority's schools subcommittee are to hold a public inquiry into the workings of William Tyndale Junior School, Islington, in an attempt to resolve the conflict between teachers and managers.

### Careers check

The education committee of the Association of Metropolitan Authorities has decided to support the introduction of a compulsory qualification requirement for local education authority careers officers.

### Holiday jobs

More than 100 British teachers are spending part of their summer holidays running intensive teacher training courses for native teachers in developing countries. The programme is organized by the British Council, to improve local standards and to form teachers of curriculum development, particularly in science and mathematics.

### First scholarship

The first scholarship awarded by the University College at Buckingham (the Independent University) has gone to Mr Piers Wooley, aged 19, of Kings School, Canterbury. The scholarship, worth £250, is for two years.



Professor John Valzey, the wife and professor of economics of the University, is to be vice-chancellor of Monash University, Melbourne, Australia.

## Appointments

### Schools

Mr P. F. Vear, deputy head of Dymally Primary School, Newton Abbott, is to be head of Shildon Primary School, Teignmouth, Devon.

Miss Pamela Davy, acting head of Tuke Special School, Peckham, SE London, is to be head.

Mrs Catherine Blavie, a teacher at Woolwich Common Nursery School, is to be head of Clyde Nursery School, Deptford, East London and co-director of the Deptford educational home visiting programme.

### Universities

Professor Jack Kitchen, professor of accounting, University College of Aberystwyth, is to be chair of accounting, Hull University.

Mr J. R. Baines, lecturer in Egyptology, Durham University, is to be chair of Egyptology, Oxford University.

Dr S. A. Broadbridge, senior lecturer in economic history, Leicester University, is to be director of economic history, Liverpool University.

Professor F. Oldfield, director of the school of independent studies, Leicester University, is to be chair of geography, Liverpool University.

## West Germany

## Special training on dyslexia

by David Dungworth

Dyslexia, or word-blindness, has been the subject of research studies since the early 1950s. But it is only comparatively recently that large numbers of teachers have been specially trained to deal with the problem.

Estimates of its extent are varied. A survey carried out two years ago in Hamburg classified 10 per cent of children in the first two years of primary school as dyslexics, and other investigations have placed the proportion even higher.

Efforts are now being directed towards training teachers to detect the disability as early as possible so that they can take appropriate remedial action. The larger education authorities have an inspector responsible for dyslexia and nearly all the Länder have their own training programmes. Earlier this year 1200 teachers in Rhineland Palatinate successfully completed an in-service training course, and in North Rhine Westphalia there were 10,000 applicants for a correspondence course.

Hamburg is said to be the most progressive of the federal states in this matter. Every primary and secondary modern school in the city has at least one specialist teacher who can diagnose the complaint and advise extra help.

Severe cases are kept for up to six years in remedial centres with class sizes of 15 or less. The city claims a success rate of 60 per cent of dyslexics who can keep up with the normal school progress, and of 30 per cent whose reading difficulties are eradicated.

Hamburg was also the first of the Länder to allow pupils who could not read and spell correctly to move up a year provided that their performance was otherwise satisfactory, and to allow dyslexics to enter the grammar schools.

Bavaria has now granted dyslexia special status. The ministry has issued

a series of regulations due to take effect in September which are designed to help dyslexics in secondary schools, particularly in the learning of foreign languages.

Provided that they have already taken a special course in the primary school and their progress in other subjects is adequate, the marks of dyslexic pupils in written German will be discounted as regards selection to grammar or intermediate school. Their inability to read fluently will also be ignored if they can show that they have understood what they have read.

Their disability, and the details of any remedial teaching given, must be noted in their school report. Poor marks in reading and spelling will then no longer be enough to justify a repetition of the first or second year.

In a foreign language, the oral mark will be given equal or even greater weighting than the one for written work for dyslexics, and they have more oral tests than other pupils.

The new regulations are intended to help only those children who should overcome their disability within a reasonable time. From the third year onwards they will have to compete with their classmates on equal terms. The ministry feels that those who suffer more seriously should attend the less demanding secondary modern schools.

The federal association for dyslexia has welcomed the Bavarian move, and has called for a similar enlightened attitude for the post-school period. Many dyslexics do not obtain a school leaving certificate because they fail written German, and they then have extreme difficulty in finding employment.

As a short term measure the association propose that colleges of further education should mount short courses for dyslexics, since the social services would normally be prepared to help financially. But the only long-term solution would be a grading system which recognized that performance in German language is less important as an indication of general ability than performance in most other subjects.

## Indonesia

## Teacher training is sent into orbit

Indonesia has an ambitious plan to upgrade its educational system using telecommunications satellites. It is to become the first developing country to join the exclusive club of satellite states—the three members are the Soviet Union, the United States and Canada. When the satellite's 12 channels will be devoted to educational programmes reaching out to the farthest corners of the archipelago.

The satellite, which should be in operation by early 1977, will be a synchronous (geostationary) type. It is intended primarily for telecommunications, but there will be channels for television (both parat and terrestrial) and educational, defence and one for the use of the oil industry. The four remaining channels may be leased to neighbouring countries—possibly the Philippines, Thailand and Malaysia.

Indonesia's geography—130m islands scattered over more than 5,000,000 sq km—makes this a 'bold step' in modern technology. In spite of the expense, the satellite educational authorities to train teachers in far-flung villages. The programmes will be received and transmitted by 50 ground stations throughout the length and breadth of Indonesia—one in each of the 26 provincial capitals to begin with.

Initially, it is planned to concentrate on the in-service training of teachers for Indonesia's 65,000 primary schools.

Dr Seijadi, chairman of Indonesia's Office of Educational and Cultural Research and Development, says: "Under our educational reform, new methods have been devised and textbooks with a new content produced for use in primary schools. The 350,000 teachers in these schools have to be taught how to use these books and methods."

"We already have correspondence courses and have set up a programme for training groups of teachers during the vacations in special centres. But this is insufficient. Teachers in isolated villages are cut off from new ideas and educational innovation. After a few years, their knowledge becomes outdated and refresher courses are indispensable."

Organizing this training will be a number one priority for the satellite. It will be done by out-of-school education. Number two will be vocational and technical education programmes. "Our problem," Dr Seijadi says, "is that of a nation trying to industrialize as fast as possible before it exhausts its supplies of minerals." (In addition to oil, Indonesia has bauxite.)

The technicians and here the satellite can render valuable service in broadcasting the latest data to bolster up courses at technical training centres. At a third stage, satellite broadcasts could be used to upgrade and diversify training at university level.

All this will mean a revolutionary new departure for Indonesia where educational radio broadcasts started experimentally only two years ago and there is as yet no extensive use of television for education. In fact, television still only covers a small part of Java and Sumatra.

## United States

## The creation: state throws out non-scientific explanations



Two years ago, religious fundamentalists lost a lengthy fight to have the biblical theory of man's creation placed in science textbooks in California. Now they have failed to have the creation theory put in social studies books in the State.

This year, which marks the 50th anniversary of the famous Scopes trial over the right to teach the scientific theory of evolution in American

public schools, could spell the end of the creationists' battle.

A new liberal governor has been elected and his appointees will soon take control of the state board of education, which adopts state textbooks. This will end the control by appointees of the conservative Governor Ronald Reagan, who were sympathetic to the fundamentalists. Even so, the fundamentalists lost

narrowly their attempt to get the biblical theory into the science books. The conservatives argued that this belonged to social studies books where various religions and philosophies are discussed.

But when the social studies books came before the board recently, the biblical theory was again missing. But only two members voted against adopting the books.

## Italy

## Moves to solve dilemma over drug abuse

from Dalbert Hallenstein

VIRONA

Between 5,000 and 10,000 young Italians are now said to be addicted to opium-based narcotics. Though Italy has always been a crossroads for drugs coming from the East and going to northern Europe and America, the narcotics mafia has only decided in the last four years to concentrate on developing Italy itself as a major consumer market.

Given the explosion in the use of addictive drugs over the last three years, it is predicted that if no effective measures are taken immediately, at least 50,000 young Italians could become addicts within the next five years.

The situation has become so critical over the past three months that police have estimated that at least one young person is dying as a result of opium-based drugs every two days.

A young person or child caught with hashish is now punished just as severely as an adult caught selling heroin. The minimum sentence

for the possession, use or sale of any narcotic is now three years in prison. The maximum sentence is eight years.

By law, anyone who knows or suspects that another person is taking narcotics must report the fact to the police. This means that if a teacher becomes aware that one of his pupils is taking narcotics, he cannot easily offer advice or help.

Many teachers, doctors and social workers therefore tend to ignore such cases and the few centres which now exist to help young addicts function in an atmosphere of fear and ill-will.

The Radical Party is now advocating a parliamentary Bill which will clearly distinguish between pushers and victims, and between addictive and non-addictive drugs. While the Radical Party's Bill does not completely abolish penalties for the use, and the sale of cannabis-based drugs, it would impose 20-to-30-year prison sentences on those who sell addictive drugs, and would set up a vast network of treatment centres for addicts.

## Soviet Union

## Party members have duty

by John Dunstan

Visitors to Soviet schools hear much about the activities of the communist youth organisations. But little is said or written about party branches inside the schools.

Any school with at least three party members on its staff can form a Primary Party Organisation. Schools with fewer than three members can be grouped together for this purpose. The members then elect a secretary and deputy and, if there are fifteen or more, they elect a Bureau or committee.

General meetings are held at least once a month, and special committees can be formed for specific purposes.

The school branches are supposed to implement party policy, and report on its implementation to dis-

trict level. They are much less closed than higher party groups and hold open meetings on a wide range of matters.

The aim is to enhance the quality of teaching and to improve its ideological content by linking instruction with upbringing. Priorities include encouraging and supporting the activities of the Komsomol organisation and the pioneers.

Party members are also supposed to be active in the education workers' union and in the ideological and political development of staff.

As part of reforms in 1971, party members have a duty to check that the head and deputies are doing their jobs properly. They must also recommend ways of remedying shortcomings.

## Mexico

## Summer fails to attract the foreigners

The number of foreign summer school students in Mexico has fallen sharply this year, with enrolments down as much as 50 per cent compared with last year.

Affected are universities in Mexico City, Guadalajara, Monterrey, San Luis Potosí, Querétaro, Ciudad Juárez and Sonora. The biggest falls are in the provincial universities, but even in Guadalajara and Mexico City enrolment is down by 30 to 40 per cent.

In an attempt to stop the fall, the Mexican Association of Schools for Foreigners was set up in Mexico City in May to improve the level of the courses offered, to raise teaching standards, and to ease the transfer of credits. Another major project is to improve the standard of staff.

The drop in interest has been attributed by Mexican authorities partly to the recession in the United States, and partly to what they call the defamatory campaign by travel agencies who steer students and tourists away from Mexico.

## South Africa

## Schools open to all races

The South African Indian Council, a body with limited powers over Indian affairs, has announced that it proposes to open Indian schools to children of all races.

The council is about to be given responsibility for Indian education and its executive has been instructed to allow coloured children to attend all Indian schools as soon as possible.

This follows the example of the coloured representative council, which has already opened all coloured educational institutions to Indian children.

The executive chairman of the coloured representative council, Mr Sonny Leon, has called on the Indian Council to get all Indian educational institutions—such as technical colleges and not just schools—to accept coloured students.

## TRAVEL

**AUSTRALIA/NEW ZEALAND**

- All routes booked by air—some with overnight stop.
- By sea with your car accompanying you.
- Effects and Furniture packed, shipped and insured.
- Ask for quote and details.

**LEWIS & PARTNERS LTD.**,  
Shipping & Travel Agents,  
(Established 1911),  
Cree House, Creechur Lane,  
Leadenhall Street, London, EC3A 6B.  
Phone (01) 283 8484  
And at main UK ports.



## LETTERS

## The NAS and the cost of living

Sir,—I must take exception to the reference to the National Association of Schoolmasters made in the report of the arbitrators' recommendations on teachers' salaries (July 25).

The report opined that the recommendations would be a blow to the NAS who had wanted teachers to have only the cost of living increase for the past 12 months.

This is misleading. What the NAS had sought to ensure was that all teachers had the 21.2 per cent increase in the cost of living added to their Houghton salaries. In addition they had supported efforts to find extra money for improvements at the lower points on the scales.

What the NAS object to is the assumption that it is the function of the Teachers' Panel of the Burnham Committee to rob teachers who have secured promotion in order to improve salaries on the lower points.

This, of course, happened in arbitration but not to the extent it would have done if the first proposals put to the Teachers' Panel were adopted. Neither is the situation as bad as it would have been had the arbitrators not recommended that the total increase should be higher than the cost of living increase. If they had not

gone slightly above the cost of living increase the point at which promoted teachers received less than the cost of living increases would have been lower than the middle of Scale 3. This would have meant that many more teachers would have been contributing towards the rises at the lower end of the scales.

It is evident from the results of this arbitration that if the employees' representatives indicate by their claim that they are willing to accept injustice for a section of the group they are supposed to represent, the arbitrators will accept the sacrifice.

It is interesting and relevant to future negotiations and submissions to arbitration to speculate on what might have happened had the Teachers' Panel claimed the cost of living increase for all teachers and then made the case for improvements for those on the earlier points of the scales.

The arbitrators, who accepted the case for larger rises at the lower end would have been compelled to find even more than the 22.3 per cent which they recommended.

Since the case was so good why did the Teachers' Panel have to propose that some teachers should be robbed in order to find money

for these rises?

I believe that the recommendations, far from being as your reporter suggests a blow to the NAS, can be a source of satisfaction. The point at which teachers receive less than 21.2 per cent is higher than it would have been without our opposition to the initial proposals to the panel. Those who have received a smaller rise in percentage terms have had a better deal than they would have had if the NAS had not opposed the earlier proposals.

The new money for all teachers—the increase over Houghton plus thresholds—is apart from the first four points on the scales, within the 13.5-14.2 range.

The arbitration award shows again that teachers always do better on salaries from an outside body than they do if the matter is left to the Burnham Committee.

That committee, of course, will be totally incapable of dealing with the problems of re-establishing differentials following a year or two on flat rate cash increases, when percentages allowed will be so small as to allow little leeway for manoeuvre.

RON COCKING, Treasurer, National Association of Schoolmasters.

## Immigrant teachers: who gets qualified status?

Sir,—Your special report on immigrant teachers (July 16) was timely, since it coincided with the publication of the Select Committee's report on race relations and anticipates the Government's White Paper on the same subject.

I am writing with particular reference to that part of your report which dealt with teachers from East Africa. Many of them came here from the schools of Nairobi, Kenya, and having administered primary education in that city for four years (1964-67) I have naturally taken a great interest in their careers since their arrival in this country. I am not at all surprised that many of them have attained responsible positions in our schools. Their high standards of professional competence and dedication to their work could not fail to be recognized, given the chance.

Many of them have not been given that chance, having been refused qualified teacher status, on grounds which offend both reason

and justice. The people I refer to are here, working in a variety of occupations so it is not a matter of their using qualified teacher status to gain an entry permit. Nor is it just, to refuse recognition because, currently, there is an over-production of teachers if that, in fact, is the reason. Recognition does not carry with it the guarantee of a teaching post and those concerned would willingly compete for vacancies.

What are the reasons for granting qualified teacher status to some, with full incremental credit for approved teaching experience, and withholding it from others, who have exactly the same training, qualifications and experience? Let us hope that your special report will provoke a public statement of policy, which will be seen to be both rational and just.

J. F. CALLANDER, Chief Education Officer, Commonwealth Institute, Kensington High Street, London W8.

## In dishonour bound . . .

Sir,—I sympathize with Mr Redman (Letters, July 25) in the difficulty he faces, but the problem is not confined to those about to take up first teaching posts. Within the last 18 months three people who at interview accepted appointments in this school—one of them as head of department—later withdrew, for reasons which can only be described as unsatisfactory, and after the short lists and all other applicants had been informed that the posts had been filled. From all accounts this practice is on the increase: the acceptance of the offer of a job in one school is a simple insurance against failure at the next interview.

Many of us were brought up to believe that a job was a solemn commitment, just as much as a signed, legal document or

contract. It is disconcerting, therefore, to realize that dishonourable behaviour earns no penalty.

It is of no consolation to those who have to cover vacancies on time-tables to declare that we wouldn't want in our school those who set so little store by their word. I wonder what the reaction would be if a head of a school announced when a teacher arrived to take up his new post: "Oh yes, well, a fortnight after you were appointed we interviewed a much better candidate and he's been given the post instead." Is there any difference in the pattern of behaviour, apart from the fact that heads, chairmen of governors and appointing committees don't do such things?

D. A. CLARKE, Headmaster, Sandbach County Secondary School, Cheshire.

## In pursuit of outdoor pursuits

Sir,—With the increasing interest and participation in outdoor pursuits I wonder if it is possible to use your good offices to suggest that a register of suitable centres be compiled and approved by central authority for the benefit of educational institutions.

Recently I spent a weekend at the excellent, Craigiau Centre, in Harlech, which is ideally situated

for these purposes. My information about the centre depended on a chance remark by my dentist, whose parents happen to live in the area, and it does seem extraordinary that our only sources should be those of hearsay.

D. V. ADAMS, 15 Peacock's Road, Eastbourne, Sussex.



"Seems the sanctuary unit has made a good start, Sid!"

## Scapegoat for inflation

Sir,—Professor A. J. Merrett's economic analysis of British education (July 25) suffers from the failure of all such cost-benefit analyses: its terms lack clarity and its assumptions are questionable. What precisely does the phrase "the most functionally inadequate educated class" mean? What is the measure of "functional inadequacy" and what evidence is there that Britain suffers more from it than "any major industrialized country"? Could it be that Professor Merrett is seeking a scapegoat for inflation and slow industrial growth?

The fallacy of the cost-benefit approach to education is apparent if one envisages a similar analysis being applied to the tobacco industry, for example. The notion of this industry as productive and profit-making is an economic myth which persists simply because the massive

social costs (some of which are measurable in monetary terms) are never debited to the industry, although, in fact, the costs of disease caused by smoking in terms of lost production and expensive medical treatment are enormous.

Attempts to justify or attack education (more commonly the latter) by cost-benefit analysis are simply a way of trying to pre-empt social and political decisions by the application of pseudo-scientific expertise. It may well be that we spend too much on education (or the tobacco industry), but present-day economics can hardly lay claim to the precision or the freedom from bias needed to provide an analysis which would help us to draw that conclusion.

J. A. BOWKETT, 252 Musters Road, West Bridgford, Nottingham.

## Counting the cost of PhDs

Sir,—At a time when grants for post-graduate students have just been raised, it is worth asking how long the Government intend to perpetuate the present financial discrimination in favour of theory rather than practice.

At present it is possible for a student to be granted £1,085 per annum for a three-year PhD course, irrespective of his age or of his parents' income; but a student awarded a place on a postgraduate teacher training or social work training course (usually less than three years) can only qualify for a full grant if he is over 25 or if his

parent's income is sufficiently low. Otherwise he must ask his parents for money—and how many parents are happy to support their children until they are 25?

Even the present system, the inevitable conclusion is to be drawn is that the country is in dire need of PhD theses, but sees no particular reason to provide itself with the practical work that it would get from qualified teachers and social workers. Is this right?

IAN VICARY, Daylesford Lodge, Shoreham-by-Sea, Sussex.

## A question of pachyderms

Sir,—Once again the TES has used its columns to pursue its vendetta against the IEA's Educational Television Service. Without consulting the consumers—teachers—endured by the authority—it pontificates (August 1) on the value of a television service set up to serve London's educational establishments. In its somewhat dubious wisdom the TES gleefully reaches the conclusion that the service is and always will be a white elephant. This is to grossly underestimate the power of educational television which, using the right material, is potentially the most powerful educational tool ever offered to teachers.

As a primary school teacher I am aware of the shortcomings of the service and have constantly criticised the content and presentation of many of the programmes. Sometimes they are not geared to the needs of the class teacher or the pupils. But, on the other hand, there have been many production gems which have shown that the staff—many of them highly skilled teachers—know what they are about. It is this nucleus of teachers that can, given good leadership, bring about the radical change in format so much needed by ETV.

It has, no doubt, not escaped your notice that many educationists are beginning to suspect that teaching methods today and, indeed, those of yesterday, are at best somewhat inefficient and some move towards a more capital intensive and less labour intensive system of education may provide better results. At the heart of such a system there would need to be a viable and highly professional closed-circuit television service with programmes produced, presented, but not necessarily directed by our best teachers. The service exists, it needs only to be applied, leadership dedicated to the cause of education to give the lie to your charge that the service is a white elephant.

It is not, and never has been, a white elephant. The service is comparatively young, and is going through the same learning process that both the BBC and ITV went through in their early days. Given time and leadership, criticism it will become what it was intended to be, a first-class educational service.

But talking of white elephants, given that there will be a fourth channel and given that the channel is given over to education and its affairs, I wonder how quickly your pachyderms will change from grey to white.

JAMES HARE, 34 Skippes House, Fitzhugh Grove, Trinity Road, London, SW18.

Letters for publication should arrive by Tuesday morning at the latest. They should be as short as possible and should be written on one side of the paper. Only the editor reserves the right to cut or amend them if necessary.

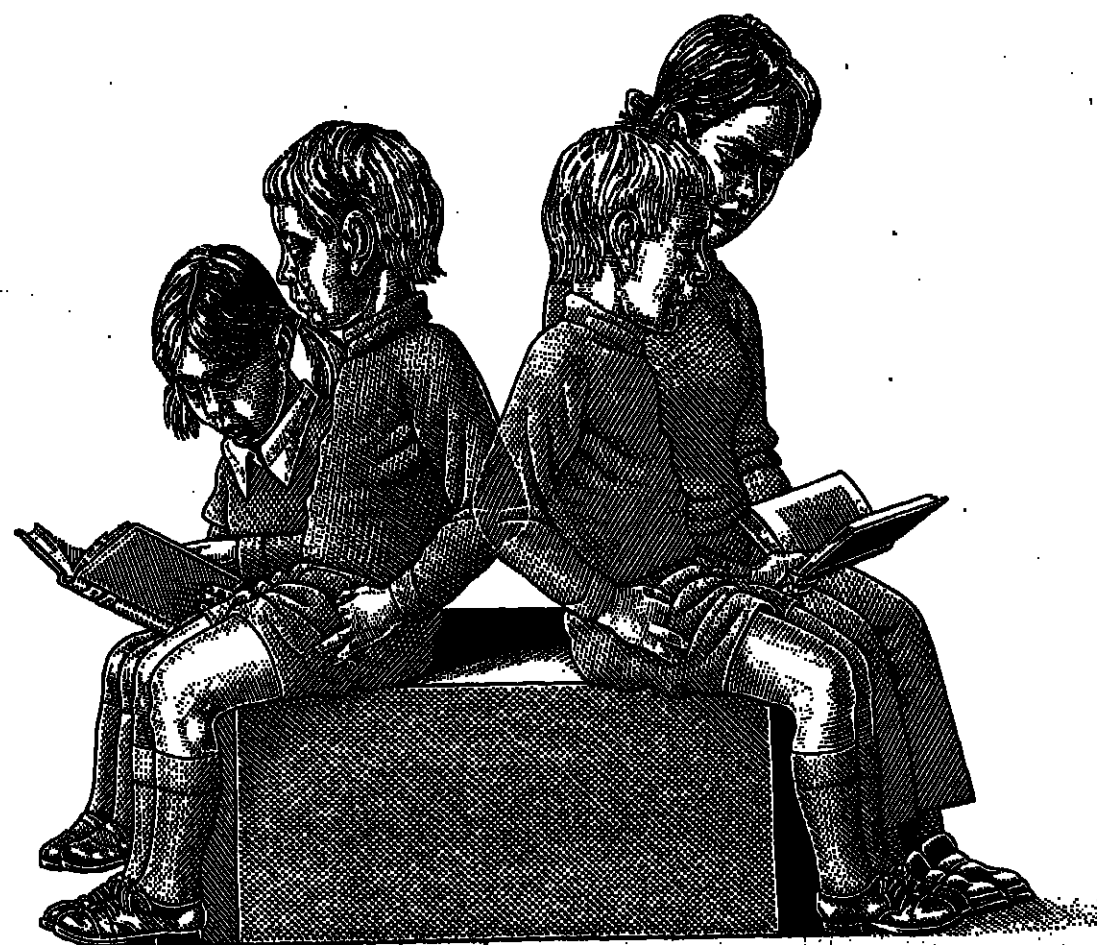
10 Corrymeela community

11 China

12/13 Books: the pill industry; astronomy; Parliament; economics; reading

14 Resources: Lewis Carroll

15 Forum/Data



## Across the ages

## Dennie Briggs reports on the movement towards children taking on the role of teacher

The adage "to teach is to learn twice", is being put into practice in American classrooms. Widespread use of children to teach children is having a good effect on learning and teaching. Pressing problems like boredom when children who learn faster must wait for the others to catch up, and discipline are being solved. When so-called problem children are given real responsibility and meaningful jobs, their self-image becomes positive.

One of the first, most extensive and well-planned projects began at the University of Michigan in the early 1960s when Professors Lloyd and Ronald Lippitt got 11 and 12-year-old children to help in a nursery school. The project was immediately successful, expanded to several of the Detroit public schools, and has now become a national project.

The older children taught the younger skills they had recently mastered—reading, writing, mathematics and spelling. They then moved on to physical education and social studies. The project was a one-to-one basis.

From grey to white. The older children taught the younger skills they had recently mastered—reading, writing, mathematics and spelling. They then moved on to physical education and social studies. The project was a one-to-one basis.

possibility they turned more to their teachers for help. Active collaboration on mutual tasks brought about a new relationship.

Family relationships also changed when parents saw their children suddenly become more genuinely interested in learning. The good effects of socializing and taking on responsibility spilled over into the home.

Relationships between children were seen in a new light. Typical was the case of an aggressive 12-year-old boy who had begun to work with a shy, seven-year-old girl. The relationship had progressed nicely on both sides until the boy tried to extend it beyond reading and grammar lessons. He was trying to find out the things she liked to do. She introduced him to hopscotch. He would only watch as she showed him the game.

At the next tutor's seminar, I pointed this out. He quickly countered with: "That's a girl's game." But you're her teacher," I replied. With the support of the other boys he was able to enter into the game and allow roles to be reversed. The girl could now teach him. His over-aggressiveness and her shyness diminished during the year.

Some psychologists claim that students forget most of what they learn in the classroom—as much as 50 per cent in three months. In teaching each other, children find an immediate use for the skills they have just mastered and the knowledge they have acquired instead of storing them up for possible future use or forgetting them.

From the Michigan project evolved basic structures that were to be used in a variety of settings. The large-scale anti-poverty and anti-delinquency programme, Mobilization for Youth, concentrated on socially disadvantaged youth in New York. It quickly adopted the idea of children tutoring others.

In 1963, nine tutorial centres were organized for neighbourhood primary schools in the city. One qualified teacher was designated at each school to act as coordinator. By 1967, New York City had 10 school districts in which the plan was in use, with 4,500 children being tutored—mostly after school. The older children were paid from \$1.50 to \$2.00 an hour for their tutoring.

United States Department of Labour. Early pilot projects in riot-torn Newark, New Jersey and in Philadelphia employed disadvantaged teenagers, who were at least two years behind in reading, to tutor younger children, also retarded. They taught for 16 hours each week, had an additional six hours of remedial instruction themselves, and six hours of training.

By 1970, 200 school districts had adopted the plan. The United States Office of Education picked up the idea and incorporated it into their New Careers Opportunity Programme, which, operated in 131 communities in all of the 50 states.

There have been smaller attempts elsewhere. In the United Kingdom, Community Service Volunteers have had programmes for children of immigrants where older children taught English language improvement, and in infant schools children have been used. There was the pupil-teacher movement which began in 1846 and lasted for more than 80 years. By 1870 more than 34,000 children were involved.

In France, teenagers commonly work with teachers in the classroom and on outings. The Frenel Ecoles, in the south, employ older children to teach the younger as a basic method of learning.

In Cuba the most dramatic use is being made of this teaching method. As Arthur Gillette reported in *Youth and Literacy*, children teaching others is standard practice in all the schools. Each class elects students who are most proficient in a given subject or skill to teach the others. At one and the same time he is both pupil and teacher. Future teachers are recruited from those who become interested and proficient.

There are expected limitations and the method is not without its critics. Many teachers fear they will lose authority and control. To them, Alice Cutting of San Jacinto, California, a veteran of more than 20 years of teaching, says: "I'm appalled when I think of all the years and words I've wasted in trying to cram things into bright and eager young minds. New ideas must come from the children, who can even help stimulate adult minds to do creative thinking."

older children, but each day they take their chairs and self-designed teaching apparatus to a classroom of six-year-olds whom they teach for an hour. They choose the child they want to work with and decide in which area he needs help.

Eighty children in one room? "Not impossible at all," says Mrs Cutting and Mrs Blum, the other teacher. "We've been collaborating this way for the past eight years. At times there is a lot of noise and confusion, but the discipline problems have disappeared. The main problem is the teacher getting used to it."

Sometimes they use the cafeteria, the auditorium and the library as an overflow for special teaching. And in warm weather the children meet out of doors.

There are objections by those who say that children are being used to enforce conformity, that social control by peers is more subtle and dangerous than control by teachers. This is heard most often when the method is employed in overcrowded classrooms for poor and socially disadvantaged children. It is true that in the early days programmes did concentrate on the ghettoes, but now they have spread to every area of education. It is true also that only the basic communication skills were taught in the beginning, but this has changed greatly. Subject matter now includes everything from the arts to the sciences, from physical education to social studies.

Objections by parents are few. Most of them welcome the idea. Parents of tutors see positive changes in behaviour. Interest in learning improves. In most projects, truancy and absenteeism have diminished.

In spite of objections, the movement is growing in the United States. It has changed many of the basic ways of teaching in ordinary classrooms. Mrs Lippitt believes that the large scale systematic use of cross-age relationships in public schools could be a partial answer to four educational challenges facing most countries—providing individualized instruction, upgrading the motivation to learn, expanding and enriching the average school curriculum, and the building up of self-esteem and developing social consciousness.

Reproduced by courtesy of Unesco Features.

## COURSES

## EXPERT HOME TUITION FOR

## G.C.E.

and professional examinations (Accountancy, Banking, Civil Service, Law, Local Government, Marketing, Secretarial, Teaching, Refresher Courses).

Our exclusive method of Home Study have brought over 240,000 examination successes, mainly first place, and a pass certificate is complete in itself, as textbooks are required.

FREE 100-PAGE BOOK. Send now for a free copy of "Your Career", packed with vital facts on a successful career.

THE G.C.E. INSTITUTE

24-hour Recording Service—01-546 1103 (prospective only). Accredited by the Council for the Accreditation of Correspondence Colleges.

The latest audited sales figure for The Times Educational Supplement is 125,990 copies each week. Source: Audit Bureau of Circulations, January-June, 1975.

## WOLSEY HALL

THE OXFORD CORRESPONDENCE COLLEGE

Wolsey Hall founded in 1894 offers individual instruction by qualified tutors in the comfort of your own home for London University external DEGREES

as well as a wide range of G.C.E. AND PROFESSIONAL COURSES. Write to the Principal, Wyndham Milligan, M.B.E., T.D., M.A., at the address below for prospectus giving details of all courses and introducing the expert tutorial team at Wolsey Hall who will personally assist you throughout.

Accredited by the Council for the Accreditation of Correspondence Colleges, Dept. 201, Wolsey Hall, Oxford OX2 9SE.

## COURSES IN OUTDOOR EDUCATION: FOR ADULTS OR CHILDREN.

LOCH EIL CENTRE, ACHALDEIL FORT WILLIAM, INVERNESS-SHIRE. Tel: 01462 52000. SMITP, Mountain Centre.



## Reconciling the differences

Roger Symon reports on a community in Northern Ireland where religion is no longer a dirty word

The day before I left, a community member showed me a letter he had received from Davy, aged 13, who had been to Corrymeela on his way to a children's home.

A few weeks before he had broken into a Provisional IRA club. They told his family he was to go away and not come back, or else. To show they meant business they turned and feathered Davy's older brother. Davy wrote in half-formed letters and misspelt words, asking to be remembered to his friends at Corrymeela.

Many boys and girls like Davy, victims of the social deprivation and gang intimidation so well-known to social workers in Belfast, have found their way to Corrymeela in the past few years. So have old age pensioners desperate for a rest, families pushed to the limit, children from schools "on both sides" to discover "they" are just like "us": all arrive to find that religion is not always a dirty word, that it can have a different meaning to the one so tragically familiar to them.

Corrymeela is dedicated to reconciliation. On the coast near Ballycastle, Co. Antrim, where breathtaking scenery itself puts problems in a new perspective, Corrymeela has been built to help communities who are separated, "to healing the breaches—social, religious and political—which exist in Northern Ireland and throughout the world."

Corrymeela is also a question-mark to the established churches and a flicker of hope in Northern Ireland. It began in 1964 when its present leader, Ray Day, then Presbyterian chaplain at Queens University, Belfast, influenced by the examples of Yaddo, in France, Appleton, in Italy, and Villa Igiea, in Sicily, started an experimental centre. Overaken by the troubles in 1969, it dedicated its energies specifically to building a bridge on which both sides could meet, a bridge which the institutional churches by their total political captivity were incapable of building themselves.

Ray Day says: "We've had all kinds of people here. There have been families from the extreme Protestant and extreme Catholic areas. We had a family that was on the run from a Protestant paramilitary group. We had a man who had been systematically worked over with a razor. We had the widow of a man shot dead by the IRA, which had withheld his body from relatives for two weeks. We have had families of Orangemen and of Republicans who are at opposite ends of the political divide."

In 1974, 5,000 found their way to Corrymeela. And not just the war-weary. Policymakers, themselves, have found official life and official peace and community relations, violence and the media, violence and social change.

It is a full and impressive experience programme, a determined attempt to replace suspicion with understanding, and it has stirred Corrymeela to a new life, being a place in Northern Ireland where "there is no need to whisper."

I attended one of two weekends to the year which are devoted to the community itself. Conference goes hand in hand with prayer, and a quiet time. "What about the Corrymeela lifestyle?" "God is not just concerned to save Billy McAllister's immortal soul, he's interested in what Billy can do for the world." Is the answer to paramilitary groups a paramilitary group, or is it just adding another



Above:  
Everyday life on the streets of Londonderry.

Left:  
A group of Protestant and Catholic children at Corrymeela.

splitter to the bewildering fragmentation of Ulster churches?" "Would Corrymeela then cease to be a question-mark and become a full-stop?"

Here were people, young and old, who insist that Christianity is a movement not an institution, who feel Christianity is too important to be taken over by churchmen, who in their worship style and commitment want to find another way—above all a way which refuses to separate what God hath joined together and so many try to put asunder, spiritual life and social concern.

The vision of Corrymeela is an example of what might be achieved if the church could only shake off some of its inherited structure, cease to be a building-oriented conservation society and become a task-oriented community once again. The church is never more vulnerable than when it is questioned in the name of its founder.

"Corrymeela begins when you leave the temple of the spirit and open on the street, but the community's most vital question is how to encourage the Corrymeela attitude when people leave behind the splendours of the Antrim coastline and return to Belfast with

its curious juxtaposition of normality and atrocity.

It is an achievement to enable people to see the potential for peace at Ballycastle. It is another thing to realise that potential in Belfast. To face this problem the community set up Corrymeela House in Upper Crescent, Belfast. Here helpers run mixed groups, and these members meet to follow up contacts made at Ballycastle.

But it is difficult. Corrymeela people refuse to let you simplify or dramatize Northern Ireland's complex problem, or exaggerate their own efforts. They point out how the problems which led to the developer's bulldozer also motivated the terrorist's bomb, how the sectarianism is mutually dependent, how the vandalism in poor housing areas stems from the same root as the violence of the English football fan—the product of the lack of job-meaning as well as job-scarcity.

They realise how easy it is to exploit by slogans, how difficult to face primarily for the complicated facts. The community itself, this new life in Northern Ireland, will not come about unless there are people who are prepared to work for what they pray for. One of the most encouraging signs is the

number of younger members who have learnt that enthusiasm must be directed into long-term commitment if confidence is to grow "when peace breaks out."

Meanwhile many young people come to work-camps at Corrymeela and catch something of that enthusiasm. They build, we national the chalets and look after the running of the main house. Some join the Friends of Corrymeela, at present about 700, who wish to identify with its aims and spirit, and some go on to become members by committing themselves in terms of prayer, time and money to the community, and by taking responsibility for running schools weeks, conferences, youth camps. A few stay to staff the place as "year-volunteers" in return for keep and pocket money.

Families coming for a break get some support from government departments, and the community itself receives grants from the British Council of Churches Community and Race Relations Unit. Help also comes from many individuals within the Northern Ireland churches, but not significantly from the churches as such. It is difficult to work for Christian unity in Northern Ireland without being accused of betraying your faith.

But substantial help has come and is still coming from supporters in England. Coventry Cathedral Corrymeela Venture raised money for the building of a new staff house and the London Corrymeela Venture is pledged to raise money for worship and recreation centres. This appeal is based at 48a Kendal Street, W2, where a full-time coordinator, supported by members of South London churches, works to enable people in Britain to make their own contribution to reconciliation.

The weekend conference over the staff set around the breakfast table to look ahead at the coming week. The week divides into two halves—Monday to Thursday visitors, Friday to Sunday conference, with a break on Thursday. Carol, the secretary, reported nine old age pensioners arriving that day from the Shankill and Ardoyne, one Catholic mother finalising her separation from her Protestant husband with her five children, a family from Turf Lodge, and one young woman with one child who told me later in the day she had another child in hospital with burns, a brother who had been shot in his shoulder, a mother who had died in a bomb-fire and a friend who had been shot dead while visiting her in her living-room.

There were to be shorter visits later in the week, and on Friday a training weekend for a group of leaders from the N.I. Association of Youth Clubs. Harold Good, a Methodist minister and in charge at Corrymeela itself, checked the day's jobs, and Chris, a Jesuit priest and member of the community, led our prayer.

It is impossible to assess the work done by the trustees in terms of broken lives, and futile to apportion blame, though certainly the sins of the fathers are being visited on the children. Undoubtedly the churches are reaping a harvest of their own sowing. "This place is great," said one boy at Corrymeela, "there's no religion here."

There are many agencies working to heal the wounds of Northern Ireland, but few who go to the root of the religious problem. Corrymeela affirms that the gospel need not mean sectarianism, that it all has the power to inspire people to light a candle rather than curse the darkness. As Ray Day has said: "If we Christians cannot speak the message of reconciliation, we have nothing to say."

Roger Symon is vicar of Christ Church, Lancaster Gate, London.

# The Chinese dream

By W. J. F. Jenner

Inside China. By Peter Worsley. Allen Lane. Pp. 273. 0 7139 0796 7.

The Second Chinese Revolution. By K. S. Yang. Translated by Mervyn Jones, Jonathan Caplan. Pp. 224. 0 224 01117 1.

Mr Worsley, a professor of sociology with a special interest in problems of the Third World, visited China for three weeks in 1972, and like some other short-term visitors to that country he has written a book about it. It appears from his pages that he saw little that is not familiar from other printed and broadcast versions of what is more or less the same journey, one of the standard guided tours for foreigners.

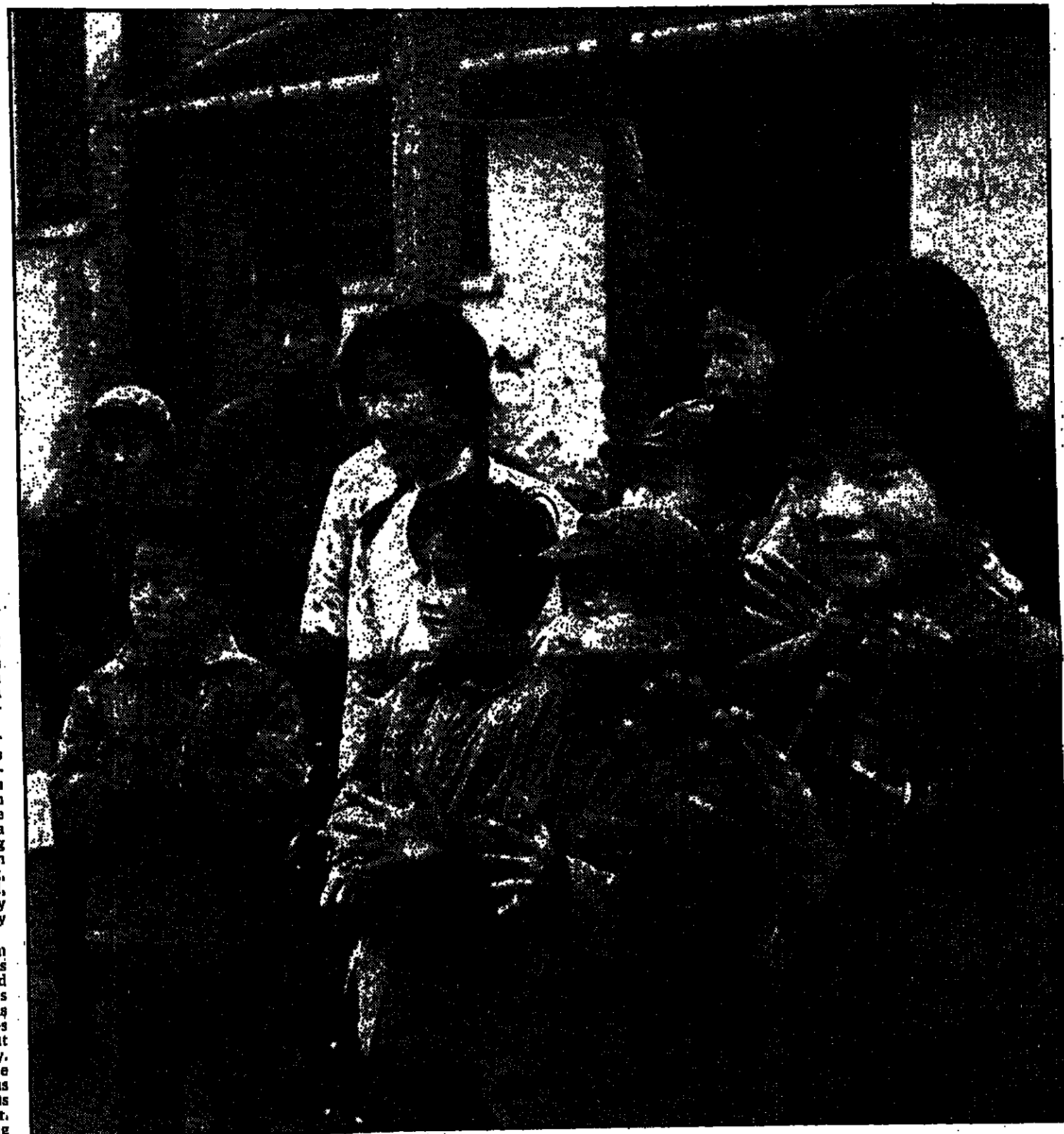
As a travel book *Inside China* is not remarkable. The author does not convey the feel of places and people particularly well, and one wonders whether he is really interested in what makes them different from each other. Its inhabitants are not the usual human mixture but that homogeneous mass "the Chinese" who appear to think with one mind and speak with a single voice. It is "the Chinese" who draw up the constitution of the Communist Party, or who are having certain problems in the field of culture, or who support some of the less admirable rulers of African and Asian countries. A more careful writer might have referred in all these cases to the nation's rulers.

When an academic sociologist who announces his own Marxist leanings casts analysis aside, as in the trivial but significant examples just cited, it is not mere carelessness. I have the impression that the author of this book sees China as much more than just a part of the globe where a lot of people live. China is for him a concept, a model, an experiment, a dream. What Mr Worsley asked was not so much the actual places to which he went as the word made flesh and brick. When he was taken to see a commune he saw not a particular rural community but "the communes".

This approach is not unusual, and Mr Worsley's is one of the better recent books about China written from this kind of viewpoint. After all, the Chinese dream is an important and often attractive force in people's thinking all over the world. The reactions to China—even an idealized China—of someone as familiar with the appalling problems of many parts of the Afro-Asian world as is Mr Worsley are worth having, and, if his tour was brief and superficial, the responsibility for that must lie largely with the Chinese authorities and their policy of seclusion.

Where it is most to be commended is in its open avowal of his own prejudices—ones that I find in many ways sympathetic—and his determination to be fair. He expounds the official Chinese versions of how things are meant to happen; and though he does not conceal his doubts and misgivings about certain things, he tries to explain them away. He is evidently worried that in one of the only two places where he asked about serious crimes committed locally during the previous year a man who had killed his wife was shot. He does not stop him from thinking the death penalty "very rare". He is aware of the inadequacies of the evidence on which assessments of Chinese developments can be made, of the atypicality of the sample that is shown to visitors such as himself. But is it plausible to justify this on the grounds that today's rich communist will be the ordinary tomorrow? The inevitability of historical process is a shaky premise on which to build an argument.

Perhaps the main problem that underlies the book is that its author did not decide whether he was writing about how things are, or how they might be. He is good on the communes in Maoist China, and this is worth considering as a possible source of ideas on how to solve some of our problems. It could even be argued that in practical terms it is more important to the outside world to know the inevitable more complicated realities of rural China. But another argument could be made that it is essential to examine its political life with a critical eye, so that when they try to follow the achievements, and the crude application of Chinese land reform methods in North Vietnam, they are not misled by unnecessary bloodshed and



"Sheer lack of imagination prevents other people from grasping the Chinese fact," the author declares in his introduction, making both a good point and a revealing use of the singular. An excess of imagination is possible to gloss over the widespread killings during the cultural revolution or to see Chinese foreign policy as being one of support for socialist revolutions everywhere, when it is in fact based on considerations of national interest. Imagination can also make very crowded dormitories for workers in Manchuria heroic, whereas comparable conditions in Hongkong are rightly condemned.

It can reduce the extensive labour camp or M. Karol is a better informed observer with a more analytical view of Chinese developments, which takes his readers reasonably seriously. His approach to China is that of an enthusiast of a more interesting kind, with deep roots in the European left. He visited the country in 1965, on the eve of the "cultural revolution", and wrote a rather good political travel book about it (*China*,

*The Other Communism*, New York, 1967); his new book is based on a second extended visit made in 1971. His aim was to investigate the upheavals of the intervening years. M. Karol got a little more from his guided tour than most visitors, particularly as he was able to go back to some of the institutions he had seen on his first tour.

If we may classify his position rather crudely, his assessment of the "cultural revolution" is, by current Chinese orthodox standards, a leftist one. He is not blind to the chaos and killings of 1966-68, but he manages to see them as somehow errors in the right (that is, left) direction.

He does not like the way the movement ended, showing misgivings about the restoration of bureaucratic normality so strong that he tries, not very convincingly, to persuade us that it has not really happened. This reconstruction of events could have been fuller and less shaky if he had taken the trouble to work through more of the material available in English and French; but, though his documentation is patchy, he has some interesting details given him in China or acquired through his contacts in European Communist circles. Although he shows a certain scepticism about Chinese official explanations of events, even suggesting that the stories put out in China of Lin Biao's fall are lies, he

seems to be unshakeable in the belief that the "cultural revolution" was a great liberating experience like the May 1968 events in Paris on a much bigger scale, and feels that its end was met with general disappointment. How can we tell?

It may also be that many Chinese learned from the disturbed and in some ways wasted years of the late 1960s that a reasonably benevolent and uncorrupt bureaucracy under which the people are allowed to play their part in deciding how policies shall be implemented is the only form of government that works in their country. If required to go through the motions of a mass criticism campaign, they will do so, but mainly for the sake of an early return to an orderly life. But it would be foolish even to attempt predictions about the future of Chinese politics when we are permitted to know so little about the present and the recent past.

Two useful correctives to the one-sidedness of these two books have come out recently: Bao-Ruo-wang's (*Jean Pasqualini*) *Prisoner of Mao* (Deutsch), an account of seven years in harsh but strikingly moral prisons and labour camps, and Simon Leys's *Ombres chinoises* (in the 10.18 series, not yet translated), a splendid attack on the idiocy of much writing on China and the appalling cultural policies that have prevailed in the last decade.

Handwritten note in Arabic script: "هذا الكتاب هو نسخة من كتاب 'The Chinese dream' من تأليف W. J. F. Jenner، تم العثور عليه في مكتبة جامعة القاهرة، مصر، في 15 مايو 1975." (This book is a copy of the book 'The Chinese dream' by W. J. F. Jenner, found in the library of Cairo University, Egypt, on 15 May 1975.)



## 12 Books

## Diagnosis and cure

George Hill on the drug industry

*There's Gold in Them Thar Pills.* By Alan Klass. Penguin 75p. 0 14 052 314 6.

No one who has been in a position to examine the incoming correspondence of a doctor is likely ever to find himself of the opinion that there is something not quite right about drug advertising. One must feel uneasy about the motives and the funds behind such splendour and profusion. Sporting prints good enough to frame, working diagrams of frigates and vintage cars, medical histories to make your hair stand on end, printed in five colours—half of them arrived in the playground unopened, and they kept me in cut-out paper throughout my childhood.

The great pharmaceutical companies have not had a good press in the last few years. Powerful, secretive, measuring their profits in millions and enjoying a turnover greater than the gross national product of many nations, they represented one of the less attractive faces of capitalism long before the thalidomide tragedy made everyone aware of it.

Mr Klass, a Canadian surgeon, has joined the attack with a lively book which is more likely to stun the reader with boisterous chapter-head-

ings than with statistics. The form of the argument is well-established. Drug firms are in business to make money, which is not necessarily a compatible target with the pursuit of medical knowledge nor with serving the best interests of the patient.

The form of the trade makes them particularly free from ordinary commercial and political pressures. The few big groups operate on such an enormous scale that they can all too easily divide the market up between themselves and squeeze small competitors out. It is indisputable that they have been guilty of scandalous price-fixing—often setting the prices of basic medicines particularly high in those developing countries that are least able to afford it. The hazards of research into new treatments enable them to justify huge profit margins on successful drugs. The whole mystifying and elevating aura of service to health, joined with their economic power and international standing, have made many governments chary of inquiring too closely into their affairs.

No other industry spends as great a proportion of its revenue on research. But its research is ultimately aimed at future profits.

From that point of view the most certain returns are to be had from seeking new combinations of existing drugs, and by concentrating on the great intractable problems of medical science but on treatments for the innumerable half-imaginary aches and glooms which most people seem subject to most of the time. To justify all the research there is a tendency to keep promoting marginally improved new drugs at the expense of old ones.

The result, as almost everyone would agree, is too many drugs too lavishly prescribed, and so confusing in their multiplicity and novelty that the danger of harmful side-effects is much greater than it need be. What particularly enrages Mr Klass about all this is that it derails research from the role of the doctor. The drug companies, he says, have "made captive my profession". The flow of ballyhoo incites a false relationship with patients and makes it impossible for most doctors to be truly masters of their subject. He speaks wisely of the profession and the days when the profession had the right to burst into apothecaries' dens and destroy any poisons they disapproved of. All that is needed to restore discipline, he declares, is for doctors themselves to refuse to

be the corporations' pawns—to resist the salesman's blandishments and stick to the tried and true.

There is much truth in the diagnosis, and the proposed cure is at least a necessary condition for recovery. But there is more to it, and Mr Klass's lurid picture of pharmaceutical power is less true today than it was a few years ago. It is at least arguable that in his scorn for minor ailments as opposed to killers like cancer and ischaemic heart disease, he is himself too much bedazzled by that other specious glamour of medical science, the miracle cure. It is not true that cancer research is starved of funds, as he suggests: on the contrary, it receives more than it can well employ. Judged in terms of social cost-effectiveness or of aggregate relief of suffering (supposing that measures of such things existed) cancer research might well be harder to justify than it is in terms of a company's profit and prestige.

Mr Klass is so convinced that the industry is malign that he tries hard, but without much success, to associate it with the Watergate scandal. He describes, but underestimates the significance of, the court cases brought by the British

and United States governments against drug companies that had been making excessive profits. He has less to say about similar actions in Germany and elsewhere. The effect of these cases on public opinion makes further action of the same kind much easier to countenance, as the companies themselves are well aware.

It is strange, in fact, how pessimistic he is about the role of government and the law. For someone who takes a high line about profit, he is absolutely wrong for his doctor's scalpel to be used motivated by profit. He declares—a great sound in Harley Street, he writes—oddly little attention to what would appear to follow naturally from his argument—the possibility of nationalization. In Britain, if not in Canada, it is a regular cry. There are important things to say both for and against nationalization, but the industry which is so integrally linked to national health is not, in his view, national, but he does not say this. Nor has he much faith in anti-trust and excess profits legislation. He wants to see his profession redeemed itself. So do we all, but the first and most essential step is to subvert the power of the drug companies to the general good must be the action of the state.

## COSMIC METABOLISM

Patrick Moore

*Children of the Universe.* By Holm von Dittfurth. Allen & Unwin £5.50. 0 04 52004 1.

This is an unusual book. In it, the author seeks to link the universe with the Earth. He does this by using the concept of "cosmic metabolism", which, to quote the author, "is the process by which the universe and the Earth are linked together and spun the web of life". The style may be gathered from some of the chapter headings: "The Earth: Not an Asteroid", "The Universe's Strife: Out of Joint", "Disaster Strikes: Our Magnetic Shield", and "The Universe: Has its Metabolism Too". The text is written at a popular level, and ranges from the sources of solar energy to the magnetosphere, the tidal effects of the Moon, the discovery of Uranus, and the habits of Siberian geese.

At first reading, the book gives the impression of being something of a hotch-potch. This would be unfair, because the author really is dealing with a connected theme, and the text is compelling reading; the translation from the German, by Jan van Hecke, reads very well indeed. Certainly there is a temptation to skip various sections here and there, but the temptation should be resisted, because the author has something definite to say. The main fault is that he has not paid enough attention to the purely astronomical facts; he is by profession a psychologist and neurologist, and further checking should have been carried out.

Here are a few examples. On page 22 there is a discussion of the spiral galaxies, and it is said that a flange, using the Mount Wilson telescope to examine the Whirlpool Galaxy, observed that the supposed cloud was actually composed of individual stars. In fact this had been known for many years; Hubble's achievement was to discover that some of the stars contained in the system are short-period variables which betray their distances by the way in which they behave, so that he was able to measure the distance of the Andromeda Galaxy itself, showing that it lies far beyond the Milky Way system. On page 68 there is a mangled description of the way in which the sun produces its energy: "About once in every seven billion years each hydrogen nucleus in the sun's core crashes head on into another hydrogen nucleus, this producing one helium atom." Quite apart from the fact that it takes four hydrogen nuclei to make one

nucleus of helium, this is decidedly misleading. In the chapter headed "The Solar Wind" there are some very curious theories about comets, which, the author believes, can change allegiance from one star to another.

"When a comet is farthest from the Sun, its path frequently crosses the path of a comet from another solar system; this second comet is equally distant from its own sun. When the two comets cross paths, they exchange suns. No astronomer will support this weird idea, which has no foundation in fact."

Later, it is suggested that the rate of the Earth's rotation may be influenced, admittedly to a very slight degree, by the falling of leaves from trees during the autumn, and there is considerable space devoted to the theory that every now and then a giant meteor crashes to the Earth, disrupting the rotation of the Earth's liquid core and causing the magnetic field to collapse temporarily; this is linked with "past events, including (predictably) the disappearance of the dinosaurs." It is also suggested that it is the Moon which starts up the dynamo effect again after a meteor collision, so that our satellite has made possible the continuance of life on Earth. (Through the author's refers to collisions between the Earth and "meteors", he presumably means "meteorites".)

It is a great pity that the book contains factual errors of this kind, because it destroys confidence in the remainder of the text; and when the author indulges in speculation he is very interesting indeed. There are 29 plates in black and white, with captions which, one suspects, were not written by the author for instance Plate 26 shows an external system, and the caption reads "A 1962 astronomical photograph of the 'Pillars of Creation' in the Eagle Nebula." Actually, the photograph shows M32, which was listed by the French astronomer Charles Messier in his classic catalogue published in 1781. It was only in modern times that C. R. Lynde identified it as a planetary nebula, but this is a very different thing.

When the factual errors are discounted, there is a great deal to be gained from reading the book, because the author's attempt to link Man with the Cosmos is at least partially successful. If the text for a future edition is overhauled by an astronomer, the book should fill a definite gap in existing literature on popular level. Despite its shortcomings, it is very difficult to put down. One has the urge to read on to the end.

## EFFECTIVE CREATURES?

Andrew Currie

*The Honourable Member.* By Fred Willey. Sheldon Press £2.95. 0 8569 009 1.

*Dear Elector.* By Nina Wynn Ellis. Cornet Books 50p. 0 340 18995 9.

The public has recently been encouraged to feel sorry for MPs—or at least for their spouses—because of what seem to be the inordinate demands of their jobs. Those who are really busy in the practice of other exacting occupations may think that this, if not "much ado about nothing", is no more than much ado about relatively little. Perusal of these two volumes reinforces this last thought. Neither could be regarded as a textbook on British Government and politics—and Mr Willey's does not pretend to be a definitive autobiography; yet each in its way will supplement, as well as lighten, the labours of those whose tasks and inclinations lead them to the standard works of scholars. Mr Willey writes with the authority of a Privy Councillor, former minister and long experienced MP. Mrs Ellis writes as a candidate steeped in the struggle,

ex-MP as saying "it's a very unpleasant life", she concludes herself that "the seductive aspects of Parliamentary life compensate for its problems". And each author is witness that there is no shortening of the queue of would-be members. Both books cover pretty much the same ground; how (and why) to be selected as a candidate; conducting campaigns whether at by-election or general election; the work of the MP in the House, in committee and in the constituency; the reality of the opportunity for effective action afforded to the back benches; members' pay and so on. Mrs Ellis devotes more space to the marital relationships of members and to the special difficulties of being a woman; she offers the salutary reminder that generally a woman has to be better than a man to win in this (as indeed perhaps in any other) arena; and she has formed the impression that "MPs have a very considerable reputation for womanising!" If that be true, would it be so very unkind to wonder whether their jobs are after all so terribly demanding?

Mr Willey thinks that the back benches need not be an ineffective creature whose single role is to vote for his party, right or wrong. He reminds us of rather cruel refusal in the past of the then opposition to "pair" with sick Government supporters. But he also shows that political opponents need not be enemies. From both we learn that a devoted member does have a great deal to do, and that he requires better facilities, but we also learn that the labours of procedure committees have produced little relief. One must, however, also remember that in the end the work of the House of Commons is laid down by House of Commons members themselves.

Each book is attractive in its way: some readers may find Mrs Ellis's livelier, and it has the undoubted advantage of being very good value; but others may prefer the greater authority of the Privy Councillor, although almost £3 for 180 pages seems expensive despite inflation. Either could be useful in sixth forms and in Colleges of Further Education.

## A MEASURE OF LEARNING

Andrew Robertson

*The 1974 Inter-Board Multiple Choice Economics Test, Report and Teachers' Guide. Test Development and Research Unit, Cambridge.*

Since 1966 this research unit has been experimenting with objective, multiple choice tests in economics but this is the first full report to be produced. The multiple choice questions, with four options are reproduced with the correct answers and a note of the proportion of candidates who chose the correct option and the proportion of those who chose the "distractors". (Incorrect options.) Most useful of all is a correlation coefficient showing the discriminatory strength of the question—in other words whether those who answered it correctly did well in the tests as a whole.

For example: "How will a fall in the price of a substitute affect the

demand curve for a commodity, other things remaining the same?" The correct answer is that the curve will shift to the left, because demand for the commodity will decrease. The F factor for this question was high, 0.790, F being calculated from the returns of three examining boards to show the relative number of students who opted for the answer (0.040 chose "It is impossible to say") and is also an index of the easiness of the question. This question was designed to test knowledge of the theory of demand, comprehension and the conceptual grasp of the demand curve diagram.

These tests are balanced fairly evenly between knowledge (memory), comprehension (making use of factual information) and application (the ability to make use of a known principle in a new situation). The application test is the most exacting of the three. Since it calls on both the "lower" categories as well, there can be little doubt

that the tests shown here are by no means "soft" when compared with the conventional essay examination. Indeed, it is possible to cover a very wide range of knowledge in such tests which is a great advantage for the candidate since it reduces the chance element. The conventional four or five question paper is a fortune for some candidates who know the areas. The tests are of offering 12 or 14 questions to choose from. This paper has 50 questions covering almost the whole field of elementary economic theory. Any candidate who scores highly on such a test will have demonstrated both knowledge and comprehension and some application. He could not guess his way to success in such a paper, which was the fear of some critics.

Furthermore, it removes the examination assessment from memory, nervousness and time pressure and comes much closer to being a measure of learning and ability to think.

## REBELLION OF FREE MINDS

Nicolas Walter on Russian dissidents

*Social Democracy.* By Roy Medvedev. Translated and edited by Ellen de Kadt. Macmillan £12.00. 0 23 095 5.

*Behind These Rights.* By Valery Medvedev. Translated by Guy Colling. Collins/Harvill £4.00. 0 00 02002.

These are American translations of two Russian intellectual treatises, which penetrating criticisms of the Soviet Union and whose differing views of the prospects of socialism and democracy illuminate one of the most important arguments of the age.

By Medvedev is a dissident historian whose twin brother, the dissident Zhores Medvedev, is a dissident of Russian citizenship, who worked in Britain in 1973, while working himself remained in the Soviet Union. On *Social Democracy*—whose original title was *Back to Socialism*—written in 1970-71 and has been revised for this translation: it is an account of the present political system of the Soviet Union, and may be seen as a sequel to a previous book, *Let History Judge*, a pioneering account of the Soviet system from the same point of view, which was written in 1968 and published in 1971.

Medvedev's work is remarkable for so much for its argument, which is familiar from much of the criticism of the Soviet Union produced by Western Marxists, but for its own sake. It represents an effort to reopen a debate which was closed by the Russian Communist Party leadership more than fifty years ago (when Medvedev was born). Of course the debate is not really open yet, being conducted only by a handful of intellectuals in private conversations and in the semi-clandestine publications of the *Samizdat* ("self-publishing") system. Most of the participants have been forced into silence, exile or prison, and Medvedev is one of the few whose work is still circulating on both sides of the Iron Curtain, but who has remained in Russia and at liberty—for the time being.

Medvedev argues that if Marx, Engels and Lenin wrote about Russia

today their work would not be published there—an ironical point similar to Dostoevsky's story that if Jesus returned to earth he would be silenced by the Christian Church—and he attempts to fill the gap by turning true Marxism against the false Marxism of his rulers. He attacks Stalinism and bureaucracy and advocates a genuine combination of socialism and democracy, with a measure of opposition both to the Communist Party in the country and to the leadership in the party, free elections to and free debates in the Soviets, public control over the police and the police, and so on.

Medvedev's argument is certainly attractive, but it is seriously defective in its view both of the past and of the future—things have not happened as he thinks, and things will not happen as he hopes. The Russian Communist dictatorship was established under Lenin, not Stalin, and a Communist dictatorship has been established in every country where a Marxist regime has had enough time; Marx and Engels were strongly dictatorial in their own lives, and their writings may be easily interpreted as a justification for dictatorship. The Russian Communist dictatorship, and every other Communist dictatorship (like every kind of dictatorship), will resist reform to the point of forcible suppression as long as it can. Despite all the reforms which have been made in Communist countries, especially in some of the European satellites, the reform movement is smashed as soon as it threatens the party leadership; if democracy ever comes to Russia it will not be through the reforms Medvedev wants but through a revolution which will destroy the Communist regime as the Tsarist regime was destroyed in 1917. Medvedev's work may assist in this process, despite his intention of raising the consciousness of the rebels and by showing the morale of the rulers, but that is the only benefit it will ever bring.

Valery Chkalidze is a dissident lawyer who was deprived of Russian citizenship while in the United States in 1972. *To Defend These Rights*—whose original title was *Human Rights and the Soviet Union*—was written in 1973; it is an account of civil liberties in the Russian legal system, described not as things officially should be or historically have been or ideally might be, but as they actually are.

Chkalidze's work—like Medvedev's—is remarkable not so much for its argument, which is familiar from much of the criticism of the Soviet Union produced by Western Marxists, but for its own sake. It represents an effort to reopen a debate which was closed by the Russian Communist Party leadership more than fifty years ago (when Medvedev was born). Of course the debate is not really open yet, being conducted only by a handful of intellectuals in private conversations and in the semi-clandestine publications of the *Samizdat* ("self-publishing") system. Most of the participants have been forced into silence, exile or prison, and Medvedev is one of the few whose work is still circulating on both sides of the Iron Curtain, but who has remained in Russia and at liberty—for the time being.

Medvedev argues that if Marx, Engels and Lenin wrote about Russia

today their work would not be published there—an ironical point similar to Dostoevsky's story that if Jesus returned to earth he would be silenced by the Christian Church—and he attempts to fill the gap by turning true Marxism against the false Marxism of his rulers. He attacks Stalinism and bureaucracy and advocates a genuine combination of socialism and democracy, with a measure of opposition both to the Communist Party in the country and to the leadership in the party, free elections to and free debates in the Soviets, public control over the police and the police, and so on.

Medvedev's argument is certainly attractive, but it is seriously defective in its view both of the past and of the future—things have not happened as he thinks, and things will not happen as he hopes. The Russian Communist dictatorship was established under Lenin, not Stalin, and a Communist dictatorship has been established in every country where a Marxist regime has had enough time; Marx and Engels were strongly dictatorial in their own lives, and their writings may be easily interpreted as a justification for dictatorship. The Russian Communist dictatorship, and every other Communist dictatorship (like every kind of dictatorship), will resist reform to the point of forcible suppression as long as it can. Despite all the reforms which have been made in Communist countries, especially in some of the European satellites, the reform movement is smashed as soon as it threatens the party leadership; if democracy ever comes to Russia it will not be through the reforms Medvedev wants but through a revolution which will destroy the Communist regime as the Tsarist regime was destroyed in 1917. Medvedev's work may assist in this process, despite his intention of raising the consciousness of the rebels and by showing the morale of the rulers, but that is the only benefit it will ever bring.

Valery Chkalidze is a dissident lawyer who was deprived of Russian citizenship while in the United States in 1972. *To Defend These Rights*—whose original title was *Human Rights and the Soviet Union*—was written in 1973; it is an account of civil liberties in the Russian legal system, described not as things officially should be or historically have been or ideally might be, but as they actually are.

Chkalidze's work—like Medvedev's—is remarkable not so much for its argument, which is familiar from much of the criticism of the Soviet Union produced by Western Marxists, but for its own sake. It represents an effort to reopen a debate which was closed by the Russian Communist Party leadership more than fifty years ago (when Medvedev was born). Of course the debate is not really open yet, being conducted only by a handful of intellectuals in private conversations and in the semi-clandestine publications of the *Samizdat* ("self-publishing") system. Most of the participants have been forced into silence, exile or prison, and Medvedev is one of the few whose work is still circulating on both sides of the Iron Curtain, but who has remained in Russia and at liberty—for the time being.

Medvedev argues that if Marx, Engels and Lenin wrote about Russia

## A HIDDEN ECONOMIC LAW?

Catherine Basham

*The Great Inflation.* By William Colman and Patricia Meehan. Gollancz £4.85. 0 347 0017 7.

Come back, economists all (well, after a lot) is forgiven! We may be at their quarrelling, their jargon and their usually being wrong, but when it comes to a book about one of the major economic events of the century, the inflation in Germany in the early 1920s, we would really be better off to have them at hand.

It is an extraordinary piece of economic history, by mid-November 1923, when the mark was finally stabilized, the dollar rate in marks had risen to 2 billion, or one billion times the 1914 rate. How man could have allowed money, one of his greatest inventions, to have got so completely out of hand is a mystery, and one begins to suspect that there is some fundamental economic law of which we remain ignorant. One of the most interesting episodes, which could perhaps be of relevance to modern economic policy, and certainly worthy of more than the few paragraphs it is given here, was the temporary revaluation and stabilisation of the mark from March, 1920; for about a year, this was apparently to a considerable extent the result of Erbert's fiscal reforms, centring on a levy of up to 65 per cent on property values.

The authors have done a very good job of explaining the reforms, and the inflation entered the country, mad phase, with people juggling their wages around in sacks, trying frantically to spend them before they fell in value to a very fraction of their worth.

Many anecdotes related show how mild our current inflation has been—the widow, entitled to three months of her husband's salary receiving, by the time the formalities were completed, some grew rich; the middle classes some grew rich; but how the bulk of the population managed does not emerge at all clearly. A frustrating task to read; irritating but fascinating in patches.

This new book on Alexander the Great, by Frank Lippis, Weidenfeld and Nicolson, £2.95. 0 297 00007 1.

Since Tacitus in the *Cambridge Ancient History* and again in his full-scale biography of Alexander (1948) presented the world conqueror as an idealist struggling to establish world order based on brotherhood and concord, his biographies have often seemed to lie in a visionary gift and a personal charisma rather than in a general professional qualities raised to "greatness". Lippis and others have insisted that Alexander was primarily a man of action whose decisions were prompted by immediate political strategy.

This new book on Alexander the Great, by Frank Lippis, Weidenfeld and Nicolson, £2.95. 0 297 00007 1.

## THEORY AND PRACTICE

Catherine Basham

*The Great Inflation.* By William Colman and Patricia Meehan. Gollancz £4.85. 0 347 0017 7.

Come back, economists all (well, after a lot) is forgiven! We may be at their quarrelling, their jargon and their usually being wrong, but when it comes to a book about one of the major economic events of the century, the inflation in Germany in the early 1920s, we would really be better off to have them at hand.

It is an extraordinary piece of economic history, by mid-November 1923, when the mark was finally stabilized, the dollar rate in marks had risen to 2 billion, or one billion times the 1914 rate. How man could have allowed money, one of his greatest inventions, to have got so completely out of hand is a mystery, and one begins to suspect that there is some fundamental economic law of which we remain ignorant. One of the most interesting episodes, which could perhaps be of relevance to modern economic policy, and certainly worthy of more than the few paragraphs it is given here, was the temporary revaluation and stabilisation of the mark from March, 1920; for about a year, this was apparently to a considerable extent the result of Erbert's fiscal reforms, centring on a levy of up to 65 per cent on property values.

The authors have done a very good job of explaining the reforms, and the inflation entered the country, mad phase, with people juggling their wages around in sacks, trying frantically to spend them before they fell in value to a very fraction of their worth.

Many anecdotes related show how mild our current inflation has been—the widow, entitled to three months of her husband's salary receiving, by the time the formalities were completed, some grew rich; the middle classes some grew rich; but how the bulk of the population managed does not emerge at all clearly. A frustrating task to read; irritating but fascinating in patches.

This new book on Alexander the Great, by Frank Lippis, Weidenfeld and Nicolson, £2.95. 0 297 00007 1.

Since Tacitus in the *Cambridge Ancient History* and again in his full-scale biography of Alexander (1948) presented the world conqueror as an idealist struggling to establish world order based on brotherhood and concord, his biographies have often seemed to lie in a visionary gift and a personal charisma rather than in a general professional qualities raised to "greatness". Lippis and others have insisted that Alexander was primarily a man of action whose decisions were prompted by immediate political strategy.

This new book on Alexander the Great, by Frank Lippis, Weidenfeld and Nicolson, £2.95. 0 297 00007 1.

## CLASSIC TYRANT

Catherine Basham

*The Great Inflation.* By William Colman and Patricia Meehan. Gollancz £4.85. 0 347 0017 7.

Come back, economists all (well, after a lot) is forgiven! We may be at their quarrelling, their jargon and their usually being wrong, but when it comes to a book about one of the major economic events of the century, the inflation in Germany in the early 1920s, we would really be better off to have them at hand.

It is an extraordinary piece of economic history, by mid-November 1923, when the mark was finally stabilized, the dollar rate in marks had risen to 2 billion, or one billion times the 1914 rate. How man could have allowed money, one of his greatest inventions, to have got so completely out of hand is a mystery, and one begins to suspect that there is some fundamental economic law of which we remain ignorant. One of the most interesting episodes, which could perhaps be of relevance to modern economic policy, and certainly worthy of more than the few paragraphs it is given here, was the temporary revaluation and stabilisation of the mark from March, 1920; for about a year, this was apparently to a considerable extent the result of Erbert's fiscal reforms, centring on a levy of up to 65 per cent on property values.

The authors have done a very good job of explaining the reforms, and the inflation entered the country, mad phase, with people juggling their wages around in sacks, trying frantically to spend them before they fell in value to a very fraction of their worth.

Many anecdotes related show how mild our current inflation has been—the widow, entitled to three months of her husband's salary receiving, by the time the formalities were completed, some grew rich; the middle classes some grew rich; but how the bulk of the population managed does not emerge at all clearly. A frustrating task to read; irritating but fascinating in patches.

This new book on Alexander the Great, by Frank Lippis, Weidenfeld and Nicolson, £2.95. 0 297 00007 1.

Since Tacitus in the *Cambridge Ancient History* and again in his full-scale biography of Alexander (1948) presented the world conqueror as an idealist struggling to establish world order based on brotherhood and concord, his biographies have often seemed to lie in a visionary gift and a personal charisma rather than in a general professional qualities raised to "greatness". Lippis and others have insisted that Alexander was primarily a man of action whose decisions were prompted by immediate political strategy.

This new book on Alexander the Great, by Frank Lippis, Weidenfeld and Nicolson, £2.95. 0 297 00007 1.

## MORASS OF DETAIL

Suzanne Wiener

*Special Provision for Reading: When Will They Ever Learn?* By David Moseley. NFER £5.45. 85633 063 9.

"Almost all children, no matter how limited their receptive vocabulary or verbal intelligence, should be capable of reaching a nine year level of word recognition by the time they leave school." David Moseley's optimistic assessment provides the theme of this book, which is a work of considerable scholarship. Mr Moseley offers a persuasive and important case for the feasibility of achieving national literacy. His evidence—drawn mostly from the English, Welsh and Scottish educational systems—is compelling.

He sketches in the field of reading with a finely detailed brush. Amongst these factors contributing to improved reading performances are, in his opinion, the effective co-ordination of L.E.A. remedial services and the willingness of professionals—chief education officers, advisers and head teachers—to give priority to the needs of poor readers. He is convinced that schools committed to the formal teaching of reading achieve better results, even in socially homogeneous areas: "what passes as a progressive approach (incidental help with reading in the course of an integrated day) can, in inexperienced hands, amount to a state of near chaos".

He suggests that good performances at age seven plus are influenced by systematic teaching and related factors such as effective discipline and lack of extraneous noise. Of those schools whose results are notably unimpressive, a significant number appear not to use phonics instruction in the reception class. Mr Moseley by no means favours a massive shift towards formal authoritarian teaching methods; but he suggests convincingly that success is predicated upon systematic and direct teaching of reading skills in conjunction with careful ongoing monitoring.

He rejects the theory that backward readers have an emotional "blockage" which is the primary cause of their reading difficulties. Even maladjusted children, he believes, will respond substantially greater to a regime that emphasizes individualized reading programmes and projects true to life; the alternative of interpretative psychotherapy tends to make children too much aware of their problems and to provide them only with

opportunities for the expression of fantasy. Teachers and psychologists are encouraged to get on with the job of making special provision in both primary and secondary schools for the direct teaching of reading skills to all children.

Children can be taught effectively in small withdrawal groups within a school as well as in the classroom, more and better courses on reading must, therefore, be made available for teachers. Mr Moseley believes that the Bullock Report neglects to emphasize this crucial requirement, and that it consequently exaggerates the significance of a remedial consultant within the profession. Adequate remedial provisions must involve sensible allocations of staff and resources, and productive use of auxiliary personnel such as parents and sixth formers. Along parallel lines, he urges that a resource room, equipped with a variety of materials, be made available within each school.

Predictably, he is critical of IQ tests, which, he contends, are of limited value in assessing "educational potential". His arguments are persuasive. The usefulness of an approach that favours the "retarded reader" is the reader who is insufficiently productive according to the test, at the expense of backward readers generally, is dubious to say the least. It undoubtedly militates against those youngsters from less favoured homes who tend to perform poorly on traditional IQ tests.

It would be pleasant to conclude with a favourable overview of *Special Provision for Reading*. Much of the book, as has been indicated, is good. An immense range of research findings is usefully summarized; practical suggestions are improved; reading standards are offered; and the general lines of Mr Moseley's interpretation are sound.

Note this, the virtues of this potentially fine study are deeply marred by its deficiencies. Mr Moseley's style is plodding and unduly self-conscious; his arguments are unconvincing. The flow of his argument, crying out for bold relief, are, instead, engulfed in a morass of detail. While the scope of his synthesis is impressively broad, the necessary corollary of a selective principle is frequently lacking. As it is, administrators, head teachers, even academics, are likely, understandably, to turn away from the book—to their loss.

The general editor of this series is Lord Chalfont, who in his Preface describes Alexander unequivocally as "the greatest commander of the world". He also speaks of Alexander's "greatness". Lippis moderates this to speak of his "tolerance and undifferentiated respect". Before he burnt down the palace of Xerxes, perhaps. Why did he do this? Lippis thinks as Plutarch did that his judgment was clouded by drink and the seductions of Thais. And is this why so few tragedies of epic stories have been written on Alexander's life? The turning-point perhaps was unheroic after all.

This new book on Alexander the Great, by Frank Lippis, Weidenfeld and Nicolson, £2.95. 0 297 00007 1.

Since Tacitus in the *Cambridge Ancient History* and again in his full-scale biography of Alexander (1948) presented the world conqueror as an idealist struggling to establish world order based on brotherhood and concord, his biographies have often seemed to lie in a visionary gift and a personal charisma rather than in a general professional qualities raised to "greatness". Lippis and others have insisted that Alexander was primarily a man of action whose decisions were prompted by immediate political strategy.

This new book on Alexander the Great, by Frank Lippis, Weidenfeld and Nicolson, £2.95. 0 297 00007 1.

Since Tacitus in the *Cambridge Ancient History* and again in his full-scale biography of Alexander (1948) presented the world conqueror as an idealist struggling to establish world order based on brotherhood and concord, his biographies have often seemed to lie in a visionary gift and a personal charisma rather than in a general professional qualities raised to "greatness". Lippis and others have insisted that Alexander was primarily a man of action whose decisions were prompted by immediate political strategy.

This new book on Alexander the Great, by Frank Lippis, Weidenfeld and Nicolson, £2.95. 0 297 00007 1.

Since Tacitus in the



## 14 Resources

## Protean creator of the ubiquitous Alice

by Frances Stadlen

An exhibition well worth a visit on a hot summer's day is Lewis Carroll at Hatfield House. Organized by the Lewis Carroll Society, it will continue until October 7 at the Old Riding School in the grounds of the Marquess of Salisbury's stately home, about 25 minutes from King's Cross Station.

Charles Dodgson was well acquainted with the Cecil family, and it was to the young ladies Maud and Gwendolen that he told many of the stories later collected as *Alice's Adventures*.

Carroll's penchant for little girls and the literary fruit it bore for posterity is well illustrated in the exhibition. In a letter dated January 1884, he writes: "Dear Mr. Alderson, I am going to the afternoon performance of *Alice's Adventures* and if Nellie should happen to be then in town, and if you sanctioned it, I should much like taking her to it... let me give you the same explanation of my position, which I have already found it advisable to give to parents of other children of mine who have grown up."

And that is that I am an entirely confirmed old bachelor... One of the remarkable things about Dodgson's life, and hence the fascination of this exhibition, was its diversity. Alice apart, he was a logician and mathematician, a don at Christ Church (another link with the Cecils whose family, college it is), a pioneer photographer, a passionate theatregoer, a puppeteer, and a collector of toys and games, many of which, characteristically, he transformed into versions of his own.

Most of his interests and talents Carroll managed to combine to their mutual enrichment. There is a fine collection of photographs by him of the Cecils, and a selection of his own photographs of children, with his title of *Wonderland* on that river excursion from Oxford to Godstow. The eccentricity is brought out well by the display of puzzles and comic verse, and most notably by the various editions of *Rhyme and Reason*. One item, a wooden "nose-trick", consists of a V-shaped piece to fit the nose of a performer, who then appears to draw the string through his nostrils.

Alongside all this, there is a fine collection of Aliceana. Alice Carroll's

illustrations are represented, and children will enjoy the giant-sized models of the Red King, the Mad Hatter, Tweedledum, Tweedledee et al.

Even more interesting are all the examples of causes into whose service Alice has been pressed. These include a 1932 John Giltroy poster advertising Guinness, and, more recently, Royal Doulton Tableware, under one of their glazes.

There are Alice cartoons by such distinguished practitioners of the art as Scarfe, Steadman, Cummings and Vicky. Walt Disney repeatedly turned to her for inspiration between 1924 and 1959, and W. C. Fields starred as Humpty Dumpty in a Paramount picture of 1933. Her enduring quality is proved beyond doubt by stills from Jonathan Miller's 1962 BBC TV production and, 10 years on, from Josef Shatell's film.

The exhibition ends with a display of Alice in different editions and languages. *Alice en arabe* by Alice in Arabic for the ghoulishness of its illustrations and the distance they have travelled from Sir John Tenniel's originals, to which, let it be said, the Swahili edition remains faithful.

Arthur Rackham, too, had a go at Alice, and appears here by courtesy of a Lubiana publishing house who clearly realize that Alice in Slovene is a marketable proposition.

Alice, more than most, has been made to serve many masters. Rubbing shoulders with a piece of Harrods Christmas window dressing is *Humpty Dumpty* Mag. No. 3, whose cover sports the headline "The Open University works for Bloch Powell".

There is a booklet that looks in some detail at the association of Lewis Carroll and the Cecil family, a theme that has its own place in the exhibition. It also gives a brief guide to the exhibits. Games, books and pictures can be bought in a special shop.

The exhibition is open from 11 am to 5.00 pm on weekdays (closed Monday) and from 2.00 pm to 5.30 pm on Sunday. Inquiries about the Lewis Carroll Society should be addressed to The Secretary, 55 Heald Cottage, Chislehurst Common, Kent.



The jabbawocky and the Mad Hatter's tea party.

## Reviews of three new cassettes in The Times Cassettes "World of Leisure" series

## Golf

*Improve Your Golf. Times Cassettes. Playing time 60 minutes. £2.95. Times Newspapers Ltd, New Printing House Square, Gray's Inn Road, London WC1X 8EZ.*

The average golfer, being the victim of his limitations, is a sucker for ways of improving his game, which is why any "name" player who offers advice is virtually assured of an audience.

Dai Rees, one of Britain's most outstanding and long-serving professionals, has moved from the written to the spoken word and much of what he says will sound like music in some middling golfer's ears.

In a dialogue with Dudley Doust of *The Sunday Times* he goes through all aspects of the game that can fly apart and render some men pitiful, mewing creatures. Harry Carpenter of the BBC acts as linkman, summing up what's just been said and preparing the listener for what is to come.

It sounds contrived at times, with trendy *Sportsworld* type music and Dai and Doust going through the "I always seem to have trouble with..." routines. But much conventional wisdom is restated and there are some genuine Rees insights. Throw away your low irons and use the three, four, five, six woods off the fairway instead."

In the end the appeal probably lies in that lilting Welsh voice; it ought to bring more comfort and reassurance than cold print.

Douglas Morrison

*Summer Cooking. By Caroline Conran and Michael Bateman. Times Cassettes. £2.95.*

Education through dialogue has an impressive history. In this cassette Caroline Conran and Michael Bateman use the technique of question and answer to talk about summer cooking.

Their culinary conversations take in loin of pork and *peches à la cardinale*, while locations include a visit to the butcher to explain chipping, a tour of Mrs Conran's echoing kitchen and excerpts from a family picnic. Breaks in sequences are

mainly indicated by snatches of tinkly Bach played on the harpsichord or supposedly evocative Italian music.

The complete cassette has a playing time of 63 minutes and comes with washable recipe cards. Many of the recipes, which are simple and excellent, overlap with those given by Delia Smith in her recent television series. I mention this because, whereas in this series you could see clearly and with close-ups where necessary what was happening, here you must strain and guess at what is going on among all the scrapings and clatterings.

As well as lack of clarity, there is also a lack of cover. For the money laid out on this cassette (just under £3 for 63 minutes and about 20 recipes) you could buy several paperback cookery books, including Elizabeth David's classic and excellent *Summer Cooking*.

Apart from the question of value for money, it is difficult to know for whom the cassette is intended. The general aim of *The Times* series is educational and there is no doubt that cassettes can be used in this way. They are excellent for learning foreign languages, but to the harassed cook with flour-covered fingers pressing the stop/start button as she has lost her place in the recipe, it is something less than a boon. If it is argued that she can look up the recipe cards, the rejoinder is—why bother with the cassette at all?

I cannot imagine anyone, even a beginner, wanting to listen to this material more than once, as the recipe cards give all the information needed. This means in effect you are paying well over the odds for tips such as how to glaze pastry by using your finger instead of a brush and how to stop onion tasting strange.

Araminta Wordsworth

*Driving. With Judith Jackson and Jeremy Barrett. Times Cassettes. Playing time 60 minutes. £2.95.*

Learning to drive, as this cassette says, is something that for most of us is the last thing we want to do. However, this is probably not, as is suggested in a rather facetious introduction, because everyone thinks

they are experts. On the contrary, most of us have severe doubts about our skill, but we hope that things will improve with experience.

And yet this is patently a silly reaction. There is a great deal to be learned about driving, and knowledge which don't necessarily have to be acquired slowly through experience. A publication or just as in anything from golf to gardening.

The attitudes to driving described, however, mean that a great deal of ingenuity has to be used in putting together such a publication. The danger is that the advice will either sound too banal, in which case the listener will feel insulted, or too technical, which will allow him to dismiss it as irrelevant.

The authors of this cassette appear to have recognized these dangers and have managed to do so. The cassette is a very successful attempt to do so. It is a dialogue with Dudley Doust of *The Sunday Times* he goes through all aspects of the game that can fly apart and render some men pitiful, mewing creatures. Harry Carpenter of the BBC acts as linkman, summing up what's just been said and preparing the listener for what is to come.

It sounds contrived at times, with trendy *Sportsworld* type music and Dai and Doust going through the "I always seem to have trouble with..." routines. But much conventional wisdom is restated and there are some genuine Rees insights. Throw away your low irons and use the three, four, five, six woods off the fairway instead."

In the end the appeal probably lies in that lilting Welsh voice; it ought to bring more comfort and reassurance than cold print.

Douglas Morrison

*Summer Cooking. By Caroline Conran and Michael Bateman. Times Cassettes. £2.95.*

Education through dialogue has an impressive history. In this cassette Caroline Conran and Michael Bateman use the technique of question and answer to talk about summer cooking.

Their culinary conversations take in loin of pork and *peches à la cardinale*, while locations include a visit to the butcher to explain chipping, a tour of Mrs Conran's echoing kitchen and excerpts from a family picnic. Breaks in sequences are

mainly indicated by snatches of tinkly Bach played on the harpsichord or supposedly evocative Italian music.

The complete cassette has a playing time of 63 minutes and comes with washable recipe cards. Many of the recipes, which are simple and excellent, overlap with those given by Delia Smith in her recent television series. I mention this because, whereas in this series you could see clearly and with close-ups where necessary what was happening, here you must strain and guess at what is going on among all the scrapings and clatterings.

As well as lack of clarity, there is also a lack of cover. For the money laid out on this cassette (just under £3 for 63 minutes and about 20 recipes) you could buy several paperback cookery books, including Elizabeth David's classic and excellent *Summer Cooking*.

Apart from the question of value for money, it is difficult to know for whom the cassette is intended. The general aim of *The Times* series is educational and there is no doubt that cassettes can be used in this way. They are excellent for learning foreign languages, but to the harassed cook with flour-covered fingers pressing the stop/start button as she has lost her place in the recipe, it is something less than a boon. If it is argued that she can look up the recipe cards, the rejoinder is—why bother with the cassette at all?

I cannot imagine anyone, even a beginner, wanting to listen to this material more than once, as the recipe cards give all the information needed. This means in effect you are paying well over the odds for tips such as how to glaze pastry by using your finger instead of a brush and how to stop onion tasting strange.

Araminta Wordsworth

*Driving. With Judith Jackson and Jeremy Barrett. Times Cassettes. Playing time 60 minutes. £2.95.*

Learning to drive, as this cassette says, is something that for most of us is the last thing we want to do. However, this is probably not, as is suggested in a rather facetious introduction, because everyone thinks

they are experts. On the contrary, most of us have severe doubts about our skill, but we hope that things will improve with experience.

And yet this is patently a silly reaction. There is a great deal to be learned about driving, and knowledge which don't necessarily have to be acquired slowly through experience. A publication or just as in anything from golf to gardening.

The attitudes to driving described, however, mean that a great deal of ingenuity has to be used in putting together such a publication. The danger is that the advice will either sound too banal, in which case the listener will feel insulted, or too technical, which will allow him to dismiss it as irrelevant.

The authors of this cassette appear to have recognized these dangers and have managed to do so. The cassette is a very successful attempt to do so. It is a dialogue with Dudley Doust of *The Sunday Times* he goes through all aspects of the game that can fly apart and render some men pitiful, mewing creatures. Harry Carpenter of the BBC acts as linkman, summing up what's just been said and preparing the listener for what is to come.

It sounds contrived at times, with trendy *Sportsworld* type music and Dai and Doust going through the "I always seem to have trouble with..." routines. But much conventional wisdom is restated and there are some genuine Rees insights. Throw away your low irons and use the three, four, five, six woods off the fairway instead."

In the end the appeal probably lies in that lilting Welsh voice; it ought to bring more comfort and reassurance than cold print.

Douglas Morrison

*Summer Cooking. By Caroline Conran and Michael Bateman. Times Cassettes. £2.95.*

Education through dialogue has an impressive history. In this cassette Caroline Conran and Michael Bateman use the technique of question and answer to talk about summer cooking.

Their culinary conversations take in loin of pork and *peches à la cardinale*, while locations include a visit to the butcher to explain chipping, a tour of Mrs Conran's echoing kitchen and excerpts from a family picnic. Breaks in sequences are

mainly indicated by snatches of tinkly Bach played on the harpsichord or supposedly evocative Italian music.

The complete cassette has a playing time of 63 minutes and comes with washable recipe cards. Many of the recipes, which are simple and excellent, overlap with those given by Delia Smith in her recent television series. I mention this because, whereas in this series you could see clearly and with close-ups where necessary what was happening, here you must strain and guess at what is going on among all the scrapings and clatterings.

As well as lack of clarity, there is also a lack of cover. For the money laid out on this cassette (just under £3 for 63 minutes and about 20 recipes) you could buy several paperback cookery books, including Elizabeth David's classic and excellent *Summer Cooking*.

Apart from the question of value for money, it is difficult to know for whom the cassette is intended. The general aim of *The Times* series is educational and there is no doubt that cassettes can be used in this way. They are excellent for learning foreign languages, but to the harassed cook with flour-covered fingers pressing the stop/start button as she has lost her place in the recipe, it is something less than a boon. If it is argued that she can look up the recipe cards, the rejoinder is—why bother with the cassette at all?

I cannot imagine anyone, even a beginner, wanting to listen to this material more than once, as the recipe cards give all the information needed. This means in effect you are paying well over the odds for tips such as how to glaze pastry by using your finger instead of a brush and how to stop onion tasting strange.

Araminta Wordsworth

*Driving. With Judith Jackson and Jeremy Barrett. Times Cassettes. Playing time 60 minutes. £2.95.*

Learning to drive, as this cassette says, is something that for most of us is the last thing we want to do. However, this is probably not, as is suggested in a rather facetious introduction, because everyone thinks

they are experts. On the contrary, most of us have severe doubts about our skill, but we hope that things will improve with experience.

And yet this is patently a silly reaction. There is a great deal to be learned about driving, and knowledge which don't necessarily have to be acquired slowly through experience. A publication or just as in anything from golf to gardening.

The attitudes to driving described, however, mean that a great deal of ingenuity has to be used in putting together such a publication. The danger is that the advice will either sound too banal, in which case the listener will feel insulted, or too technical, which will allow him to dismiss it as irrelevant.

The authors of this cassette appear to have recognized these dangers and have managed to do so. The cassette is a very successful attempt to do so. It is a dialogue with Dudley Doust of *The Sunday Times* he goes through all aspects of the game that can fly apart and render some men pitiful, mewing creatures. Harry Carpenter of the BBC acts as linkman, summing up what's just been said and preparing the listener for what is to come.

It sounds contrived at times, with trendy *Sportsworld* type music and Dai and Doust going through the "I always seem to have trouble with..." routines. But much conventional wisdom is restated and there are some genuine Rees insights. Throw away your low irons and use the three, four, five, six woods off the fairway instead."

In the end the appeal probably lies in that lilting Welsh voice; it ought to bring more comfort and reassurance than cold print.

Douglas Morrison

*Summer Cooking. By Caroline Conran and Michael Bateman. Times Cassettes. £2.95.*

Education through dialogue has an impressive history. In this cassette Caroline Conran and Michael Bateman use the technique of question and answer to talk about summer cooking.

Their culinary conversations take in loin of pork and *peches à la cardinale*, while locations include a visit to the butcher to explain chipping, a tour of Mrs Conran's echoing kitchen and excerpts from a family picnic. Breaks in sequences are

mainly indicated by snatches of tinkly Bach played on the harpsichord or supposedly evocative Italian music.

The complete cassette has a playing time of 63 minutes and comes with washable recipe cards. Many of the recipes, which are simple and excellent, overlap with those given by Delia Smith in her recent television series. I mention this because, whereas in this series you could see clearly and with close-ups where necessary what was happening, here you must strain and guess at what is going on among all the scrapings and clatterings.

As well as lack of clarity, there is also a lack of cover. For the money laid out on this cassette (just under £3 for 63 minutes and about 20 recipes) you could buy several paperback cookery books, including Elizabeth David's classic and excellent *Summer Cooking*.

Apart from the question of value for money, it is difficult to know for whom the cassette is intended. The general aim of *The Times* series is educational and there is no doubt that cassettes can be used in this way. They are excellent for learning foreign languages, but to the harassed cook with flour-covered fingers pressing the stop/start button as she has lost her place in the recipe, it is something less than a boon. If it is argued that she can look up the recipe cards, the rejoinder is—why bother with the cassette at all?

I cannot imagine anyone, even a beginner, wanting to listen to this material more than once, as the recipe cards give all the information needed. This means in effect you are paying well over the odds for tips such as how to glaze pastry by using your finger instead of a brush and how to stop onion tasting strange.

Araminta Wordsworth

*Driving. With Judith Jackson and Jeremy Barrett. Times Cassettes. Playing time 60 minutes. £2.95.*

Learning to drive, as this cassette says, is something that for most of us is the last thing we want to do. However, this is probably not, as is suggested in a rather facetious introduction, because everyone thinks

they are experts. On the contrary, most of us have severe doubts about our skill, but we hope that things will improve with experience.

And yet this is patently a silly reaction. There is a great deal to be learned about driving, and knowledge which don't necessarily have to be acquired slowly through experience. A publication or just as in anything from golf to gardening.

The attitudes to driving described, however, mean that a great deal of ingenuity has to be used in putting together such a publication. The danger is that the advice will either sound too banal, in which case the listener will feel insulted, or too technical, which will allow him to dismiss it as irrelevant.

The authors of this cassette appear to have recognized these dangers and have managed to do so. The cassette is a very successful attempt to do so. It is a dialogue with Dudley Doust of *The Sunday Times* he goes through all aspects of the game that can fly apart and render some men pitiful, mewing creatures. Harry Carpenter of the BBC acts as linkman, summing up what's just been said and preparing the listener for what is to come.

It sounds contrived at times, with trendy *Sportsworld* type music and Dai and Doust going through the "I always seem to have trouble with..." routines. But much conventional wisdom is restated and there are some genuine Rees insights. Throw away your low irons and use the three, four, five, six woods off the fairway instead."

In the end the appeal probably lies in that lilting Welsh voice; it ought to bring more comfort and reassurance than cold print.

Douglas Morrison

*Summer Cooking. By Caroline Conran and Michael Bateman. Times Cassettes. £2.95.*

Education through dialogue has an impressive history. In this cassette Caroline Conran and Michael Bateman use the technique of question and answer to talk about summer cooking.

Their culinary conversations take in loin of pork and *peches à la cardinale*, while locations include a visit to the butcher to explain chipping, a tour of Mrs Conran's echoing kitchen and excerpts from a family picnic. Breaks in sequences are

mainly indicated by snatches of tinkly Bach played on the harpsichord or supposedly evocative Italian music.

The complete cassette has a playing time of 63 minutes and comes with washable recipe cards. Many of the recipes, which are simple and excellent, overlap with those given by Delia Smith in her recent television series. I mention this because, whereas in this series you could see clearly and with close-ups where necessary what was happening, here you must strain and guess at what is going on among all the scrapings and clatterings.

As well as lack of clarity, there is also a lack of cover. For the money laid out on this cassette (just under £3 for 63 minutes and about 20 recipes) you could buy several paperback cookery books, including Elizabeth David's classic and excellent *Summer Cooking*.

Apart from the question of value for money, it is difficult to know for whom the cassette is intended. The general aim of *The Times* series is educational and there is no doubt that cassettes can be used in this way. They are excellent for learning foreign languages, but to the harassed cook with flour-covered fingers pressing the stop/start button as she has lost her place in the recipe, it is something less than a boon. If it is argued that she can look up the recipe cards, the rejoinder is—why bother with the cassette at all?

I cannot imagine anyone, even a beginner, wanting to listen to this material more than once, as the recipe cards give all the information needed. This means in effect you are paying well over the odds for tips such as how to glaze pastry by using your finger instead of a brush and how to stop onion tasting strange.

Araminta Wordsworth

*Driving. With Judith Jackson and Jeremy Barrett. Times Cassettes. Playing time 60 minutes. £2.95.*

Learning to drive, as this cassette says, is something that for most of us is the last thing we want to do. However, this is probably not, as is suggested in a rather facetious introduction, because everyone thinks

they are experts. On the contrary, most of us have severe doubts about our skill, but we hope that things will improve with experience.

And yet this is patently a silly reaction. There is a great deal to be learned about driving, and knowledge which don't necessarily have to be acquired slowly through experience. A publication or just as in anything from golf to gardening.

The attitudes to driving described, however, mean that a great deal of ingenuity has to be used in putting together such a publication. The danger is that the advice will either sound too banal, in which case the listener will feel insulted, or too technical, which will allow him to dismiss it as irrelevant.

The authors of this cassette appear to have recognized these dangers and have managed to do so. The cassette is a very successful attempt to do so. It is a dialogue with Dudley Doust of *The Sunday Times* he goes through all aspects of the game that can fly apart and render some men pitiful, mewing creatures. Harry Carpenter of the BBC acts as linkman, summing up what's just been said and preparing the listener for what is to come.

It sounds contrived at times, with trendy *Sportsworld* type music and Dai and Doust going through the "I always seem to have trouble with..." routines. But much conventional wisdom is restated and there are some genuine Rees insights. Throw away your low irons and use the three, four, five, six woods off the fairway instead."

In the end the appeal probably lies in that lilting Welsh voice; it ought to bring more comfort and reassurance than cold print.

Douglas Morrison

*Summer Cooking. By Caroline Conran and Michael Bateman. Times Cassettes. £2.95.*

Education through dialogue has an impressive history. In this cassette Caroline Conran and Michael Bateman use the technique of question and answer to talk about summer cooking.

Their culinary conversations take in loin of pork and *peches à la cardinale*, while locations include a visit to the butcher to explain chipping, a tour of Mrs Conran's echoing kitchen and excerpts from a family picnic. Breaks in sequences are

mainly indicated by snatches of tinkly Bach played on the harpsichord or supposedly evocative Italian music.

The complete cassette has a playing time of 63 minutes and comes with washable recipe cards. Many of the recipes, which are simple and excellent, overlap with those given by Delia Smith in her recent television series. I mention this because, whereas in this series you could see clearly and with close-ups where necessary what was happening, here you must strain and guess at what is going on among all the scrapings and clatterings.

As well as lack of clarity, there is also a lack of cover. For the money laid out on this cassette (just under £3 for 63 minutes and about 20 recipes) you could buy several paperback cookery books, including Elizabeth David's classic and excellent *Summer Cooking*.

Apart from the question of value for money, it is difficult to know for whom the cassette is intended. The general aim of *The Times* series is educational and there is no doubt that cassettes can be used in this way. They are excellent for learning foreign languages, but to the harassed cook with flour-covered fingers pressing the stop/start button as she has lost her place in the recipe, it is something less than a boon. If it is argued that she can look up the recipe cards, the rejoinder is—why bother with the cassette at all?

I cannot imagine anyone, even a beginner, wanting to listen to this material more than once, as the recipe cards give all the information needed. This means in effect you are paying well over the odds for tips such as how to glaze pastry by using your finger instead of a brush and how to stop onion tasting strange.

Araminta Wordsworth

*Driving. With Judith Jackson and Jeremy Barrett. Times Cassettes. Playing time 60 minutes. £2.95.*

Learning to drive, as this cassette says, is something that for most of us is the last thing we want to do. However, this is probably not, as is suggested in a rather facetious introduction, because everyone thinks

they are experts. On the contrary, most of us have severe doubts about our skill, but we hope that things will improve with experience.

And yet this is patently a silly reaction. There is a great deal to be learned about driving, and knowledge which don't necessarily have to be acquired slowly through experience. A publication or just as in anything from golf to gardening.

The attitudes to driving described, however, mean that a great deal of ingenuity has to be used in putting together such a publication. The danger is that the advice will either sound too banal, in which case the listener will feel insulted, or too technical, which will allow him to dismiss it as irrelevant.

The authors of this cassette appear to have recognized these dangers and have managed to do so. The cassette is a very successful attempt to do so. It is a dialogue with Dudley Doust of *The Sunday Times* he goes through all aspects of the game that can fly apart and render some men pitiful, mewing creatures. Harry Carpenter of the BBC acts as linkman, summing up what's just been said and preparing the listener for what is to come.

It sounds contrived at times, with trendy *Sportsworld* type music and Dai and Doust going through the "I always seem to have trouble with..." routines. But much conventional wisdom is restated and there are some genuine Rees insights. Throw away your low irons and use the three, four, five, six woods off the fairway instead."

In the end the appeal probably lies in that lilting Welsh voice; it ought to bring more comfort and reassurance than cold print.

Douglas Morrison

*Summer Cooking. By Caroline Conran and Michael Bateman. Times Cassettes. £2.95.*

Education through dialogue has an impressive history. In this cassette Caroline Conran and Michael Bateman use the technique of question and answer to talk about summer cooking.

Their culinary conversations take in loin of pork and *peches à la cardinale*, while locations include a visit to the butcher to explain chipping, a tour of Mrs Conran's echoing kitchen and excerpts from a family picnic. Breaks in sequences are

mainly indicated by snatches of tinkly Bach played on the harpsichord or supposedly evocative Italian music.

The complete cassette has a playing time of 63 minutes and comes with washable recipe cards. Many of the recipes, which are simple and excellent, overlap with those given by Delia Smith in her recent television series. I mention this because, whereas in this series you could see clearly and with close-ups where necessary what was happening, here you must strain and guess at what is going on among all the scrapings and clatterings.

As well as lack of clarity, there is also a lack of cover. For the money laid out on this cassette (just under £3 for 63 minutes and about 20 recipes) you could buy several paperback cookery books, including Elizabeth David's classic and excellent *Summer Cooking*.

Apart from the question of value for money, it is difficult to know for whom the cassette is intended. The general aim of *The Times* series is educational and there is no doubt that cassettes can be used in this way. They are excellent for learning foreign languages, but to the harassed cook with flour-covered fingers pressing the stop/start button as she has lost her place in the recipe, it is something less than a boon. If it is argued that she can look up the recipe cards, the rejoinder is—why bother with the cassette at all?

I cannot imagine anyone, even a beginner, wanting to listen to this material more than once, as the recipe cards give all the information needed. This means in effect you are paying well over the odds for tips such as how to glaze pastry by using your finger instead of a brush and how to stop onion tasting strange.

Araminta Wordsworth

*Driving*



























**Islington Parks & Recreation**  
**AREA RECREATION OFFICER**  
A.P5 (£4,206/£4,476) inclusive

Applications are invited from suitably qualified and experienced persons for this very important post in a progressive community oriented recreation division. This post involves advising and advising community groups, running play projects, sports projects and other recreational activities in the southern part of the borough, together with responsibilities for the day-to-day support and supervision of schemes directly sponsored by the borough.

Previous experience in a similar post is required and knowledge of the organisation and administration of voluntary groups would be an added advantage.

For informal discussion, candidates may contact the Parks and Recreation Manager on 01-607 7331.

Application forms from the Parks and Recreation Manager, 17 Holloway Road, London N2 0RS tel 01-607 7331, ext. 21, returnable by 29th August 1975.

**Oilmans**  
**EXAMINATIONS OFFICER**  
required by  
Pitman Examinations Institute

to be responsible for the day to day operation of the examinations department.

Candidates should have:

- professional secretarial experience with high qualifications.
- some teaching experience in secretarial subjects (though not necessarily qualified status).
- the ability to master complicated office routines.
- the personality to direct effectively a large staff of clerical workers.

The job is exciting but the surroundings are quiet and the staff are friendly.

Salary according to age and experience and should compare favourably with the Burnham Lecturer Grade I scale. Conditions of service include four weeks' annual holiday, lunchtime vouchers, contributory pension scheme and free the assistance cover.

A three-bedroom cottage or self-contained flat is available (at a reasonable salary) to the successful candidate.

For further information write or telephone to the Examinations Director, Pitman Examinations Institute, Cateshall Manor, GODALMING, Surrey. Telephone: 01825 5311.

**THE POLYTECHNIC HUDDERSFIELD**  
**SENIOR OFFICERS (ADMINISTRATION) SO1**

Successful candidates will be required to undertake duties and responsibilities directly related to the work of the senior staff of the Polytechnic, e.g. the collection of information and the drafting of reports for use in the planning of the Polytechnic. Candidates should have experience in the field of higher education and be suitably qualified.

Salary: £4,239-£4,545 per annum according to age and experience.

Assistance can be given with removal expenses in approved cases.

Further details and application forms, which should be returned within 14 days, from the Establishment Office, The Polytechnic, Queensgate, Huddersfield HD1 3DH (Telephone 0484 30501, ext. 307).

**METROPOLITAN BOROUGH OF SOLIHULL**  
**EDUCATIONAL PSYCHOLOGIST**  
(Post No. C 976 J)

A post in an established team within the School Psychological Service. Candidates should possess an Honours Degree in Psychology (or equivalent), teaching experience and postgraduate training.

The salary will be on the Solihull range (£3,447-£3,800, under review).

Essential user car allowance. 100% household removal expenses. Grant of up to £300 towards expense incurred in purchase and sale of housing accommodation. Council housing may be available.

Further particulars and forms of application from the Director of Education, P.O. Box 20, Council House, Solihull, West Midlands. Closing date, 29th August, 1975.

**Child Care**  
**Librarians**

**BARNET**  
London Borough of Barnet  
EDUCATION DEPARTMENT  
BARNET LIBRARY SERVICE

**NORTH TYNESIDE**  
County of Northumberland  
LIBRARIAN AND AREA  
EDUCATION DEPARTMENT  
NORTH TYNESIDE LIBRARY SERVICE

**S. DEVON**  
South Devon Council  
EDUCATION DEPARTMENT  
S. DEVON LIBRARY SERVICE

**NORTHAMPTONSHIRE**  
Northamptonshire County Council  
EDUCATION DEPARTMENT  
NORTHAMPTONSHIRE LIBRARY SERVICE

**COVENTRY (City of)**  
Coventry City Council  
EDUCATION DEPARTMENT  
COVENTRY LIBRARY SERVICE

**KNOWSLEY****Metropolitan Borough of Knowsley**  
EDUCATION DEPARTMENT  
KNOWSLEY LIBRARY SERVICE

**Senior Educational Psychologist**

The High Peak and West Derbyshire Education Authorities based in Buxton. One of the posts is for a Senior Educational Psychologist, responsible for the County Educational Psychologist.

A candidate should possess an honours degree in psychology, teaching experience, appropriate postgraduate training and experience in educational psychology.

Salary scale within the Southbury Senior Range (Grades 20-24) £5,331 - £6,040 p.a. Remuneration and working allowances in approved cases. Travelling allowances in accordance with the County Council's current rules.

For further details and application forms, please apply to Mr. C. W. Phillips, Director of Education, 100, High Peak Road, Buxton, Derbyshire. Applications should be returned by 1st September, 1975.

**DERBYSHIRE Education**  
**EDUCATIONAL PSYCHOLOGIST**  
£4218-£5670 p.a.

Post Reference EA 4075 (SS), TES

A qualified educational psychologist is required to work in the district of the Derbyshire Educational Council within easy reach of the Derbyshire Dales National Park. Candidates should possess a degree in psychology, teaching experience and an appropriate postgraduate training for educational psychologists.

The Derbyshire Educational Council offers a full range of specialist facilities and facilities for a wide range of educational needs. The Council is a member of the National Association of Educational Councils and the Association of Educational Councils in the Midlands.

For further details and application forms, please apply to Mr. C. W. Phillips, Director of Education, 100, High Peak Road, Buxton, Derbyshire. Applications should be returned by 1st September, 1975.

**ACCOUNTANCY LECTURERS**

London Aged under 30 £4,500-£9,000

Our clients are one of the leading Accountancy Tutors with a remarkable growth record over the last 10 years. Planned expansion has created the need for additional young Lecturers in the following key areas:

- Taxation
- Management Accounting
- Auditing
- Financial Accounting

Applicants must possess a strong theoretical knowledge coupled with a broad understanding of their subjects - based on sound practical experience. They will be expected to develop, improve and update their lecture material, and personally contribute towards the increased effectiveness of courses. Personal qualities are all-important and should include sufficient positive personality, charisma and humour to deal with students on a lecture and tutorial basis. Previous lecturing experience is not necessary as training will be given.

Salary will be negotiable between £4,500 and £9,000 according to experience, personal qualities and qualifications. Benefits include assistance with re-location, interest free loans and free lunches, four weeks holiday and a non-contributory pension scheme.

Applications to J. Grant, Managing Director, who is advising on these appointments.

**SCOTTISH ARTS COUNCIL**  
**ART ASSISTANT**

Imaginative, reliable person needed primarily to organise and mount exhibitions as part of the Council's exhibition programme in Scotland. This responsible job calls for good knowledge of the visual arts; experience in organising exhibitions, cataloguing, presentation, and publicity; administrative ability and budgetary controls; integrity, drive and tact.

Salary depending on age and experience, £3,254-£4,454 per annum

Non-contributory pension.

Write for details and application form, and apply by 1st September, Art Director, Scottish Arts Council, 19 Charlotte Square, Edinburgh EH2 4DF.

**Highland Regional Council**  
**EDUCATION DEPARTMENT**  
**INSTRUMENTAL TEACHERS**

Applications are invited from registered teachers for the posts listed below. In each case the persons appointed must be required to teach in either or both primary and secondary schools.

1-INVERNESS SCHOOLS  
(A) STRINGS (B) BRASS  
(C) WOODWIND

2-NAIRN DISTRICT AND EAST BADENOCH AND STRATHPEY DISTRICT SCHOOLS  
(A) STRINGS

Teachers will be paid in accordance with the provisions of the Scottish Teachers' Salaries Memorandum. Travelling and subsistence allowances in accordance with the Council's scale of payments will be made as appropriate.

Applications are subject to evidence of medical fitness. Forms of application may be obtained from the Divisional Education Officer, Divisional Education Office, 1/3 Church Street, Inverness, IV1 1LB, to whom completed forms should be returned as soon as possible.

**London & Provincial Accountancy Appointments**

Accountancy Employment Specialists, Executive Appointment Consultants.  
Ashley House, 88 Hatton Garden, London EC1N 8NN

**EDUCATIONAL PSYCHOLOGIST**  
£3,225-£5,670 (Soulbury 6-22)

Suitably qualified persons are invited to apply for this post. Honours degree in Psychology, Dip. Ed. Psychology and teaching experience are required.

Further particulars and application forms are available from the Personnel Officer, County Headquarters, Newport Road, Cardiff. Telephone 09923, extension 3411/2.

Completed application forms must be returned by 29th August, 1975. (Reference 176.)

**NATIONAL YOUTH BUREAU**  
**YOUTH IN INDUSTRY RESEARCH WORKER**  
£3,825-£4,095

This national resource centre for adolescent social education wishes to appoint a research worker for a new project in conjunction with a major engineering industry. His task will be to examine the situation of young workers in a large plant in the West Midlands, including the firm's relationship with schools, induction and training programmes, the relationships of young employees with older workers, supervisors, trade union officials and with their peers. The project will last for 18 months. The research worker will be employed by the Bureau but located in the firm's training department.

Further particulars and application forms (to be returned by 1st September, 1975) from: Director, National Youth Bureau, 17-23 Albion Street, Leicester (0533-538811).

**SCOTTISH ARTS COUNCIL**  
**ART ASSISTANT**

Imaginative, reliable person needed primarily to organise and mount exhibitions as part of the Council's exhibition programme in Scotland. This responsible job calls for good knowledge of the visual arts; experience in organising exhibitions, cataloguing, presentation, and publicity; administrative ability and budgetary controls; integrity, drive and tact.

Salary depending on age and experience, £3,254-£4,454 per annum

Non-contributory pension.

Write for details and application form, and apply by 1st September, Art Director, Scottish Arts Council, 19 Charlotte Square, Edinburgh EH2 4DF.

**SPORTS OFFICER**  
£2,922-£3,702

A vacancy has arisen at this purpose-built multi sports complex for a Sports Officer to complete a team of recreational specialists. The Centre comprises two pools, two sports halls, squash courts, cafeteria, licensed bar, social areas and some outdoor facilities.

Specific responsibilities of the post will include the programming of all bookings, promotion of instructional courses, and control of sports equipment, as well as playing an important role in the management of the Centre.

The successful applicant will have enterprise, proven organisational, administrative and coaching ability and a sound knowledge of the promotion of both indoor and outdoor sports and recreational activities. The possession of a recognised qualification in Physical Education or Recreation Management would be an advantage, but above all he must be alive to the recreational needs of the community.

Fringe benefits, where appropriate, include Council housing, mortgage facilities, full removal costs and disturbance allowance.

Application forms, returnable by September 1, and further details from Clerk to Management Committee, Council Offices, Wodeley Hole Road, Wells, Somerset. Telephone: Wells 73026, extension 11.

Frome Sports Centre, Somerset

**EDUCATIONAL PSYCHOLOGIST**  
£3,225-£5,670 (Soulbury 6-22)

Suitably qualified persons are invited to apply for this post. Honours degree in Psychology, Dip. Ed. Psychology and teaching experience are required.

Further particulars and application forms are available from the Personnel Officer, County Headquarters, Newport Road, Cardiff. Telephone 09923, extension 3411/2.

Completed application forms must be returned by 29th August, 1975. (Reference 176.)

**SCOTTISH ARTS COUNCIL**  
**ART ASSISTANT**

Imaginative, reliable person needed primarily to organise and mount exhibitions as part of the Council's exhibition programme in Scotland. This responsible job calls for good knowledge of the visual arts; experience in organising exhibitions, cataloguing, presentation, and publicity; administrative ability and budgetary controls; integrity, drive and tact.

Salary depending on age and experience, £3,254-£4,454 per annum

Non-contributory pension.

Write for details and application form, and apply by 1st September, Art Director, Scottish Arts Council, 19 Charlotte Square, Edinburgh EH2 4DF.

**SPORTS OFFICER**  
£2,922-£3,702

A vacancy has arisen at this purpose-built multi sports complex for a Sports Officer to complete a team of recreational specialists. The Centre comprises two pools, two sports halls, squash courts, cafeteria, licensed bar, social areas and some outdoor facilities.

Specific responsibilities of the post will include the programming of all bookings, promotion of instructional courses, and control of sports equipment, as well as playing an important role in the management of the Centre.

The successful applicant will have enterprise, proven organisational, administrative and coaching ability and a sound knowledge of the promotion of both indoor and outdoor sports and recreational activities. The possession of a recognised qualification in Physical Education or Recreation Management would be an advantage, but above all he must be alive to the recreational needs of the community.

Fringe benefits, where appropriate, include Council housing, mortgage facilities, full removal costs and disturbance allowance.

Application forms, returnable by September 1, and further details from Clerk to Management Committee, Council Offices, Wodeley Hole Road, Wells, Somerset. Telephone: Wells 73026, extension 11.

Frome Sports Centre, Somerset

**SPORTS OFFICER**  
£2,922-£3,702

A vacancy has arisen at this purpose-built multi sports complex for a Sports Officer to complete a team of recreational specialists. The Centre comprises two pools, two sports halls, squash courts, cafeteria, licensed bar, social areas and some outdoor facilities.

Specific responsibilities of the post will include the programming of all bookings, promotion of instructional courses, and control of sports equipment, as well as playing an important role in the management of the Centre.

The successful applicant will have enterprise, proven organisational, administrative and coaching ability and a sound knowledge of the promotion of both indoor and outdoor sports and recreational activities. The possession of a recognised qualification in Physical Education or Recreation Management would be an advantage, but above all he must be alive to the recreational needs of the community.

Fringe benefits, where appropriate, include Council housing, mortgage facilities, full removal costs and disturbance allowance.

Application forms, returnable by September 1, and further details from Clerk to Management Committee, Council Offices, Wodeley Hole Road, Wells, Somerset. Telephone: Wells 73026, extension 11.

Frome Sports Centre, Somerset

**Educational Representative**

Educational Audio Visual Limited is a subsidiary of E. J. Arnold, the educational suppliers and publishers, and markets a wide range of film strips, tapes and records to schools.

An opportunity has arisen for a qualified teacher to join this developing Company. Ideally you should have at least 1 year's teaching experience but consideration will be given to students who have recently completed their Certificate of Education. You will be responsible for discussing and promoting the sales of the Company's range of educational materials with heads of department in schools and other educational institutions in the South of England. Subjects covered will include social studies, history, English, art and music. Commencing salary is negotiable dependent upon your experience. A company car is provided. Please send details of age, training and experience to:

Mr. A. E. Hughes, E. J. Arnold & Son Ltd., Butterley Street, Leeds LS10 1AX. A Service to Education

**HALTON BOROUGH COUNCIL**  
**PLAY LEADER**  
Salary Grade Mis. 6/8 (£2,529-£3,186) per annum

An Adventure Playground is to be established in the Cunningham Road Area of Widnes and a Play Leader is required in the first instance to supervise its construction and development and thereafter to run the project.

A successful mature person is required, with relevant experience, the ability to work with, involve and organise voluntary assistants in the running of this playground. The Leader will be appointed to the Chief Environmental Officer's Department and be responsible to the Head of Leisure and Amenity Services.

For job description and application form please write or telephone (quoting H212) the Personnel Officer, Municipal Buildings, Kingsway, Widnes, Cheshire (051-424 2081, extension 135). Completed application forms should be returned to the undersigned not later than 27th August, 1975.

Chief Executive

**Instrument Instructor**

Uskmouth Training Centre  
Near Newport, Gwent

The successful applicant, who will be based at the Uskmouth Power Station site, will give theoretical and practical instruction on applied electronics and maintenance of modern instrumentation and control equipment.

Applicants should have served an apprenticeship in instrumentation or electronics and be qualified to O.N.C. standard or its equivalent.

Conditions of service and salary will be in accordance with the N.E.S. agreement within the range £3,000 to £4,750 per annum plus £228.35 per annum threshold agreement payment.

Application forms, which should be completed and returned quoting vacancy number 24/75/ES by not later than 19th September, 1975, are obtainable from Bristol 32251, Extension 324, or by writing to the Personnel Manager.

**Central Electricity Generating Board**  
South Western Region  
Orkney Grove, Oxtot, Bristol BS8 2AS



# DEVELOPING EASTERN PROMISE —MUSIC IN ROMANIA

Carola Grindea

It is not at all surprising that in Romania, a country with such ancient and rich folklore, you find wherever you go, people singing and dancing. These innate gifts are now guided and developed through a highly sophisticated programme of music education which explains the state of first-rate singers and instrumentalists winning recognition at a number of international competitions and festivals. Only recently at the International Competition for Young Violinists in Glasgow, the first prize was won by a 16-year-old Romanian schoolgirl, Michaela Martin.

It is perhaps true to say that music teaching in general schools is less adventurous and imaginative than in this country. On the other hand, it is enough to examine the syllabus of the special music-oriented schools to realise what a high degree of musicianship and performing excellence is being achieved. This extensive programme is fairly recent; it was introduced after the Second World War and reflects the influence of the Russian system of education.

There are now in Romania 28 Special Music Schools covering a child's complete education from the first class (for six-year-olds) up to the twelfth class. In Bucharest alone there are two schools of this type with between seven and eight hundred pupils each. Throughout the country there are another 56 schools with similar intensive courses in Music and Art, but only up to the eighth class (the equivalent of our O level). Exceptionally talented pupils are then transferred to the Special Music Schools to continue their studies for another four years.

The selection of gifted children starts very early—in the pre-school nursery stage—where little ones aged three to five are exposed to musical games and songs similar to those practised here. It is interest-

ing, though, to read some of the directives given to teachers who must continuously watch that, when singing, the children have a correct posture, breathe at the right moment, open the mouth properly, pronounce each word distinctly. Children showing unusual musical ability are soon integrated in the Special Music School which carries out their complete education through a syllabus which would be their raising to Western educational standards. No compromise is allowed as regards the general education. On the contrary, the authorities believe that it is only through very strict discipline that talent can be developed to its maximum.

Two 50-minute lessons are allocated for the principal instrument every week, three 50-minute periods for theory, solfège (sight-singing) and all aspects of general musicianship, extra time being set aside for choir and orchestral practice, besides the heavily crammed programme of general studies. In spite of all this, the pupils have the larger part of the afternoon free for home-work and their instrument.

In the primary section (class 1 to 4) only piano and violin are taught individually. The accent is on musicianship, the children getting familiar with good music from a very early stage, as well as learning the Romanian songs and dances with their specific rhythms. Their taste and sensitivity to tone colour, and particularly their ability to memorize, are constantly developed, each child learning to write, from memory, any part of the pieces they are playing on their instruments. No wonder that by the time they reach an advanced stage, these pupils are conditioned to this method of training and memory.

The other instruments are introduced from the fifth form onwards and all instrumentalists have to be integrated in school orchestras. Playing in chamber music groups, orchestras or singing in choirs is a part of the education as a member of the collective. This also keeps the competitive spirit alive

but the lessons in small groups are regarded as most valuable when one pupil performs while the others are expected to make constructive criticism. What happens to these children when they leave the Special Music School? The majority are accomplished players, able to join small groups of singers or instrumentalists, some become accompanists for their complete education through a syllabus which would be their raising to Western educational standards. No compromise is allowed as regards the general education. On the contrary, the authorities believe that it is only through very strict discipline that talent can be developed to its maximum.

A few composers are encouraged to continue their studies and, if accepted by the Union of Composers, they receive a salary in return for a number of commissioned works every year. The same applies to those few outstanding performers who are engaged as soloists, ultimately getting the coveted title of "artist of the people" with handsome salaries for a specified number of appearances.

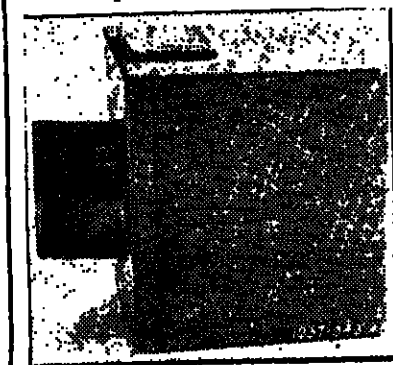
The education authorities realise the importance of exchanges with other countries, a few young performers receiving scholarships to study abroad, in Russia or other Eastern countries, as well as in the West. Radio and television play an important role in furthering these artistic exchanges, as in presenting special programmes for music teachers and students, including the unforgettable BBC Television Master Classes given by Daniel Barenboim, or a marathon series of lessons—30 or 40—given by Leonard Bernstein in New York.

These are only statistics which can give an idea of the extent of the programme of music education in Romania and the quality of the work and the involvement of pupils and teachers committed to the study of music that accounts for these outstanding results.

## PHOTOGRAPHY

### FOX TALBOT'S BOX OF TRICKS

Jeremy Le Grice



W. H. Fox Talbot's camera. Circa 1835.

Fox Talbot, inventor of the photographic negative, now has a museum dedicated to him on his home ground—Lacock Abbey, in Wiltshire. It will attract numerous devotees in search of those old make-believe prints, conjuring caramel coloured stains with rich and tarnished dunks, the subject competing with the surface for attention. They were the first tentative proofs that a combination of light and science could create a new medium. The prints, which are like glancing blows at a subject: the earliest images have the quality of an embryo, undefined and misshapen, more in common with abstraction than a scientific translation of nature. Whatever photography has achieved since—and its range has been enormous—never has it approached the simplicity and excellence of the first images.

Archives are being set up in the museum for originals, now rare and vulnerable, and it will become the central repository for every Fox Talbot image, a delectable prospect. The exhibition at present has many reproductions of photographs and mementos of Fox Talbot's life, all beautifully displayed. It is easily possible to envisage the context and background of the invention that has led to such a profuse visual harvest in this century; it has enlarged our familiarity with the world so greatly that human responses to war, hunger, and the happiness of others have been freshly invigorated.

The whole of Lacock is owned by the National Trust; it is an undeveloped village with an abbey from the thirteenth century as manor house. William Henry Fox Talbot was the squire, born in 1800. He emerged as an eminent and redoubtable gentleman, very much a man of the nineteenth century in his devotion to science. He was sent to Harrow and Cambridge, and in honour of his mathematical work was elected a Fellow of the Royal Society when only 31. The following year he became a member of Parliament for Chippenham and voted for the Reform Bill (postponing his honeymoon in order to do so). He was meanwhile being advised by friends to devote his energies to scientific experiments and his intellectual pursuits. His sense of duty remained divided, however, and in 1833 he presented to the House of Commons a bill for the reform of the House of Commons.

This was felt to have been justified because of the constant and take between broadcasters and politicians—indeed it was claimed that tension over selection in general of members for appearance on the media was lessened as a result. But it was such an important thing to have the editing done on the spot, and it is a shame that the bill was not passed. It is a pity that it was not passed, as it would have been a valuable contribution to the commercial network, which during the experiment piped the recording out of the House and edited it elsewhere.

I was a little disappointed that no one saw great opportunities in the new future for the House of Commons. A special television channel was spoken of for the far future, but there should be some way of clearing a radio frequency or existing television channel for hours on end when a really important debate is in progress. We would then have something comparable with the televised hearings of those United States Senate committees that did so much to educate the American public.

Yet when everything has been said for and against, I doubt whether the media by themselves are all that critical. The House of Commons is a very important institution, and it is a pity that it was not passed, as it would have been a valuable contribution to the commercial network, which during the experiment piped the recording out of the House and edited it elsewhere.

I was a little disappointed that no one saw great opportunities in the new future for the House of Commons. A special television channel was spoken of for the far future, but there should be some way of clearing a radio frequency or existing television channel for hours on end when a really important debate is in progress. We would then have something comparable with the televised hearings of those United States Senate committees that did so much to educate the American public.

Yet when everything has been said for and against, I doubt whether the media by themselves are all that critical. The House of Commons is a very important institution, and it is a pity that it was not passed, as it would have been a valuable contribution to the commercial network, which during the experiment piped the recording out of the House and edited it elsewhere.

to receive National Assistance due to the impoverishment of the village by the source of wealth (the traditional handloom of the cottagers), being superseded in the fast moving Industrial Revolution. Two hundred in the village were out of work; many emigrated to Canada; two work-houses were built. This rural poverty lasted for the remainder of Fox Talbot's life.

A drawing dated October 5 of that same year shows his life not to have been entirely filled by his responsibilities. It is from the Villa Melzi and depicts a northern Italian lake and the mountains beyond. It is from dissatisfaction with his powers of draughtsmanship in sketches such as this and also with the limits of the Camera Obscura (a means of tracing nature reflected through a lens) that he began to think out the possibilities of imprinting images durably on paper. On his return to Lacock he experimented with silver salts, which he knew were darkened by light, and the next year he produced images fixed on paper. The earliest extant negative, however, dates from August 1835; it is of a diamond-paned window of the South Gallery of his home, about one inch square and lilac in colour. A print is displayed now inside the same window of the Abbey, it remains haunting beauty of an important prototype.

He proceeded quietly and in seclusion. He made "shadowgraphs" by placing leaves and flowers on sensitized paper. He felt no particular sense of urgency. Suddenly, in France in January 1839, Daguerre produced his variety of photographs, "daguerotypes", they were sensational and contained extraordinarily sharp detail but they were "one off", he could not make prints. Fox Talbot hurried to present a paper that same month to the Royal Society, displaying views of his house and grounds, his shadowgraphs, and the first micrographs of insect wings. The show was on the road and for years Fox Talbot was to be worried by disputes concerning patent rights, licences and business deals.

In 1844 he set up a printing establishment in Reading, putting in charge his trusted valet, a Dutchman with rather poor English, and over the next three years he published six volumes of *The Pencil of Nature* with gilded photographic illustrations and a humble, innocent commentary. Large reproductions of pages from this book are on show in the upper gallery of the museum and there are also copies of the original.

By 1851 Fox Talbot's Calotype had become outmoded. He unsuccessfully contended that his patent "process" was a new "wet collodion" process, invented by Frederick Scott Archer, in 1854 a test case in the law courts decided against him. He died in 1837.

Biographic portraits of Fox Talbot in middle age show him looking uneasy and rather discontented as if the dissensions that arose when his discovery became known were more a burden than his achievement was a pleasure. None the less, he was a pleasure. None the less, he was a pleasure. None the less, he was a pleasure.

Biographic portraits of Fox Talbot in middle age show him looking uneasy and rather discontented as if the dissensions that arose when his discovery became known were more a burden than his achievement was a pleasure. None the less, he was a pleasure. None the less, he was a pleasure.

Biographic portraits of Fox Talbot in middle age show him looking uneasy and rather discontented as if the dissensions that arose when his discovery became known were more a burden than his achievement was a pleasure. None the less, he was a pleasure. None the less, he was a pleasure.

## MUSIC

### EXIT THE DRAGON

Robin Maconie

Boulez really is a cunning old devil. He has a habit of putting his own pieces into programmes which look challenging, but which in the event present the opposition, if it may so be called, in such a way as to make his own piece sound stronger than it really is. The first performance of "Cumings in der Keller", in one of those glorious Federal Hall march concert of 1972, was sandwiched around an unexpectedly miserable account of Stravinsky's Glacematically gamut and powerful Sernion, Narrative and Prayer. Two years ago in the Proms we heard the first performance of his "explosive-fixe" in memoriam Stravinsky.

This was not a great performance in terms of the electronics, but an interesting piece which a number of critics thought to compare with Stravinsky's Symphonies of Wind Instruments in memoriam Debussy, and which ought to have been heard in that sort of company, instead of Ravel's Mother Goose suite and Beethoven's Nuits d'été, beside which, as I wrote at the time, anything would sound tough and closely argued. *Rituel*, premiered only a month or so ago, whose debt to Messiaen and the memory of Mahler might have been decently acknowledged in the accompanying programme, contrived instead to sound here and wise against the raging exhibitionism of Bartok and the earnest protestations of Bernard Rands.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

which *Pli Selon Pli* by virtue of its greater length and faithful representation, most effectively put across. We were the three compositions which look challenging, but which in the event present the opposition, if it may so be called, in such a way as to make his own piece sound stronger than it really is. The first performance of "Cumings in der Keller", in one of those glorious Federal Hall march concert of 1972, was sandwiched around an unexpectedly miserable account of Stravinsky's Glacematically gamut and powerful Sernion, Narrative and Prayer. Two years ago in the Proms we heard the first performance of his "explosive-fixe" in memoriam Stravinsky.

This was not a great performance in terms of the electronics, but an interesting piece which a number of critics thought to compare with Stravinsky's Symphonies of Wind Instruments in memoriam Debussy, and which ought to have been heard in that sort of company, instead of Ravel's Mother Goose suite and Beethoven's Nuits d'été, beside which, as I wrote at the time, anything would sound tough and closely argued. *Rituel*, premiered only a month or so ago, whose debt to Messiaen and the memory of Mahler might have been decently acknowledged in the accompanying programme, contrived instead to sound here and wise against the raging exhibitionism of Bartok and the earnest protestations of Bernard Rands.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

It is not just that Boulez can stand comparison with his models and equals, but that his music gains from such juxtaposition. But he did it again. His Prom of July 30, his last appearance as chief conductor of the BBC Symphony Orchestra, brought together a new piece by Boulez, an old piece by Stockhausen, and a new piece by Boulez, an old piece by Stockhausen.

the listener becomes aware, as in Stockhausen, through its effects on what and how we hear; it is rather a response evoked in the listener to a creation of timeless, seething Berio pieces that is composed that layers: he works on these pieces like an oyster on a grain of sand, casting over it layer upon layer of nacreous tissue to produce a perfect, shimmering, featureless sphere. Its effect on me is suffocating, turbulent and immobilizing. The music has transparency but no depth, surface but no substance, texture but no solidity. This may well be the impression that Berio intends to convey. If so, his vision is tragic. But if, as I am more inclined to believe, the piece is conceived as a form of morality of a once popular kind, a musical labyrinth or maze out of which the performer is expected to find his own way, then the sense of oppression conveyed in this performance of *Ora* represents nothing more than a failure to make the necessary effort. Here again the responsibility is the conductor's.

Boulez has written many pieces of this brain-teasing kind, so he knows what the game is all about. It is here a matter of reinforcing distinctions which the scoring tends to obliterate; differences of level, of pitch, of density, of position, of tempo, of duration, and so on. Berio supplies a few textual clues in the vocal parts; they being distributed throughout the orchestra, also suggest a solution to the puzzle. In the end, however, the performer is left with the impression of a single, unbroken, and thereby the action, by amplifying each instrument individually, is obliged to convey a sense of the consistency of flow of time itself, as an almost physical movement. One could intensely cultivate of the German romantic tradition, he should know the sense to which I refer, and why it means so much to Stockhausen in this instance. Well, if he did know, he wasn't letting on. *Kontra-Punkte* is a piece which has been helped by more imaginative staging; Berio responds particularly well to spatial separation, but very little of that was possible on the Albert Hall's comparatively tiny platform. In the circumstances, Boulez's fastidious refusal to organize the music's exquisite delirium was unhelpful as well as unhelpful.

Boulez's *Ora*, written for the vocal octet *Swingle II*, is different again. It is not something of which

Boulez's *Ora*, written for the vocal octet *Swingle II*, is different again. It is not something of which

Boulez's *Ora*, written for the vocal octet *Swingle II*, is different again. It is not something of which

Boulez's *Ora*, written for the vocal octet *Swingle II*, is different again. It is not something of which

Boulez's